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ABSTRACT

This resource file contains information for Utah high school teachers to help them to teach so that their students meet the state's instructional objectives in the elective law related education course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include outlining the process of making, interpreting, and enforcing the law in the United States; and identifying the benefits that a citizen receives from a system of law. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. An annotated list of resources is provided, including citations to 34 books, 23 kits, 9 simulation games, and 4 video cassettes. (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

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LEVEL 10-12

LAW-RELATED EDUCATION

So 022 538

Utah State Office of Education 1981

BEST COPY AVAILABLE

Students will identify the benefits that a citizen receives from a system of law. (205) (P, V)

Secondary Social Studies	TOPIC: Law-Related Education	317-701 (205)
TITLE:	TIME SEGMENT: 1 to 3 class periods	D

INSTRUCTIONAL OBJECTIVE:

Students will identify the benefits that a citizen receives from a system of law.

MATERIALS:

EVALUATION:

The students will participate in the role-playing and law-making decisions to the satisfaction of the teacher.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Through class discussion and selected reading provide the students with a background for this activity.
2. Tell the students that through a series of natural disasters, society as we know it has been destroyed. Earthquake and fire have destroyed the state capitol and all records are lost. Homes have been ruined. All communications are down and roads are impassable. About 2,500 people are gathered in a group. The students are part of the group of survivors. The people gather whatever animals and belongings they can, put up temporary shelters and decide that they must construct the laws to regulate their society.
3. Through discussion help the students decide on the areas of public concern that would require regulation for the smooth running of a society. To stimulate thinking you might suggest such things as public safety and protection of personal property, maintenance of public lands and grounds, supervision of public resources such as water, etc. These areas should be kept to a minimum. In a small community a complex government is unnecessary. There should be half dozen or more areas of concern, though.
4. Next have each student play the role of community leader in charge of one area. There will probably be more students than roles available so there will be some duplication, but every student should be assigned a role.
5. Divide the class into groups so that there is a leader of each area per group. If the group division does not come out even, give the students in the partial group more than one assignment, or place the extra students in existing groups and have the two leaders of the same area share their responsibility. Each student is responsible for getting the best possible laws to regulate his area of concern.
6. Have each group select a scribe to write down the laws on which the group decides.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 1, 15

PERIODICALS

KITS 13

SIMULATION GAMES 8

VIDEO CASSETTES

FILMSTRIPS 3, 4, 5

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies	TOPIC: Law-Related Education	317-701(205)
TITLE:	TIME SEGMENT: 1 to 3 class periods	D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

Continued:

7. Instruct the students to take turns in their groups as each community leader leads a brief discussion. The rest of the group becomes the town council. Dealing with one area at a time the students should decide which laws are essential in that area. It is up to the leader to keep the discussion moving and make sure that the laws suggested are appropriate. The students should enact a minimum of laws. Stress that the formulation of each law should be based upon the benefit that a citizen will receive from the enactment of that law. Tell the students that they should begin by thinking of the needs and rights of human beings who might find themselves starting from scratch in a society.
8. After the group work is completed have the scribe in each group report to the class. The laws could be listed on the board under their areas of concern. You may wish to comment, or suggest the addition or deletion of some of the laws.
9. Have additional discussion on the laws that will need to be established when the community grows and expands, communication is made with other surviving communities, industry and agriculture are re-established and trade is resumed.

Students will describe the structure and major functions performed by the federal, state, and local governments. (402) (P, V)

Secondary Social Studies TITLE: Federal Government	TOPIC: Law-Related Education TIME SEGMENT: 1 or 2 class periods	317-702 (402) D

INSTRUCTIONAL OBJECTIVE:

Students will describe the structure and major functions performed by the federal, state, and local governments.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Suggested resource speaker - person acquainted with state government - state senator or representative, lawyer, etc.

EVALUATION:

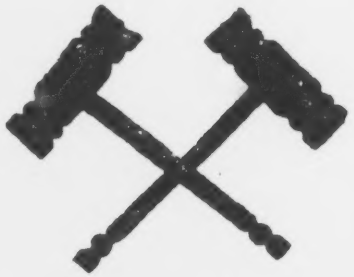
Successful completion of Student Evaluation Sheet will indicate students' ability to describe the structure and major function performed by the federal, state, and local governments.

ADAPTATIONS:

PROCEDURE:

To the Teacher:

1. Arrange beforehand for resource speaker, preferably one who is involved in state government, (representative, lobbyist, clerk, etc.) Be sure to brief the speaker on the material you would like covered, stressing likenesses and differences between state and federal government.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 4, 8

PERIODICALS

KITS 4, 5, 19

SIMULATION GAMES 2, 8, 9

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Federal Government	TOPIC: Law-Related Education	Student Activity Sheet	317-702 (402) D

To the student: Take notes during the speaker's presentation and fill out the evaluation sheet, using your notes, at the end of the talk.

1. Name of Speaker _____

2. Office of occupation of speaker. _____

3. Name of the state executive officer _____

4. List two things state and federal government have in common.

   a. _____

   _____

   b. _____

   _____

5. Name three things about state and federal Government that are different.

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

Prior to becoming the United States of America, citizens of the thirteen colonies had lived under the rule of a king. When it came time to frame the Constitution, leaders of the new nation were determined that one person or group would not have so much power that the rest of the people would suffer; therefore the governing body was divided into three branches. Those branches were the Executive Branch, the Legislative Branch, and the Judicial Branch. The Executive Branch included the office of the President, executive departments, and independent agencies. The Legislative Branch consisted of Congress (Senate and House of Representatives), and five administrative agencies. The Judicial Branch consisted of the Supreme Court and federal district courts.

To further assure the well-being of the nation, the Founding Fathers balanced the powers of the branches so each would be a check on the other. Among other things, the President recommended laws he wanted passed and appointed people to high federal positions. Congress had a check on the President, because it could table a bill, change it, or refuse to pass it, thus preventing it from becoming a law. Congress could also refuse to approve presidential appointments and allocations. The President could veto a bill he didn't want, but it could still be passed if Congress could muster the necessary support. The Judicial Branch could check both Congress and the President by declaring laws and presidential orders unconstitutional. The President could check the Judicial Branch through the kinds of judges he appointed. Congress had a check on the Judicial Branch also through its power to organize courts and set procedural rules.

EXECUTIVE BRANCH

1. Recommends laws
2. Vetoes bills
3. Appoints judges and high federal posts

LEGISLATIVE BRANCH

1. Passes laws
2. Passes laws over vetoes - 2/3 majority
3. Organizes and shapes courts

JUDICIAL BRANCH

1. Judges on constitutionality of laws
2. Judges on constitutionality of presidential appointments

Students will show how to participate in government at all levels, such as how to register to vote, report crimes, and pay taxes. (402) (P, V)

Secondary Social Studies	TOPIC: Law-Related Education	317-703 (402) D
TITLE: How to Qualify as a Voter	TIME SEGMENT: Flexible	

INSTRUCTIONAL OBJECTIVE:

Students will show how to participate in government at all levels, such as how to register to vote, report crimes, and pay taxes.

MATERIALS:

Student Information Sheet
Voter Registration Form
(Master included)
Pencil/pen

EVALUATION:

Students will demonstrate understanding on how to register to vote by completing the student copy of the voter registration form.

ADAPTATIONS:

Field trip to registrar's office or a visit from a voting registrar.

PROCEDURE:

Directions to the Teacher:

1. Make arrangements with the office of the registrar or with a local registrar in the precinct or voting district in which the school is located, to have someone visit the class to explain voting registration.

2. Conduct a field trip to the office/home of the registrar or have a voting registrar visit the classroom. (Registrar could present a brief summary of qualifications necessary to register and the procedure of registering to vote, followed by a question and answer period.)

3. Following the field trip or visit from the voting registrar, review the qualifications necessary to register, and have students fill out registration form.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 19, 32

PERIODICALS 2

KITS 12

SIMULATION GAMES 2, 8, 9

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

_____

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Teacher: _____

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_____

Secondary Social Studies TITLE: How to Qualify as a Voter	TOPIC: Law-Related Education	Student Information Sheet	317-703 (402) D

To the student:

The United States Constitution states that the U.S. Government is operated by the consent of the governed. That is, the citizens of the United States allow themselves to be governed by people who they, themselves, choose. This choosing process is known as voting.

Elections are held periodically and all qualified voters are encouraged to cast their votes for the people they want in the federal, state, and local governments. Citizens are also asked to vote on policies, tax proposals, and other things that affect their well-being.

In order to be a qualified voter, a person must be a citizen of the United States. However, once people are U.S. citizens, they are automatically citizens of the state, city, and precinct or voting district in which they live.

There are other qualifications people must meet to become voters. They must be at least 18 years of age, and must not have been convicted of a felony (a serious crime). Vagrants and mental incompetents are not allowed to vote in some states.

There are some states that require people to live there for a certain length of time before they can register. In Utah, for example, a residency of 30 days is required. Some places do not have that stipulation.

When people turn 18, or move to a new area, they must go to a voting registrar and fill out a registration form in order to become a registered voter. Particularly around the times of national elections, special registration days are held to encourage all who are not registered to become eligible to vote. However, people may register to vote at any time during the office hours of the registrar.

VOTER REGISTRATION FORM

NAME _____

ADDRESS _____
Street City County Zip

PLACE OF BIRTH _____ DATE _____

If any but U.S., give naturalization information. _____

_____

LAST ADDRESS _____

LAST VOTING DISTRICT _____

I do swear, subject to penalty of law for false statement, that I am a citizen of the United States, and a resident of the State of Utah residing at the above address and that the information stated above is, to the best of my knowledge, true. I will be of the age of 18 years and will have resided in the city for thirty days preceding the next November election to be held November _____, 19_____, and I presently reside in voting district _____ (name and number.)

DATE _____ SIGNATURE _____

Students will list what rights and freedoms are guaranteed to American citizens in the U.S. Constitution.
(412) (P,V)

Secondary Social Studies	TOPIC: Law-Related Education	317-704 (412)
TITLE: Guaranteed Rights and Freedoms	TIME SEGMENT: 1 class period	D

INSTRUCTIONAL OBJECTIVE:

Students will list what rights and freedoms are guaranteed to American citizens in the United States Constitution.

MATERIALS:

A copy of the United States Constitution for each student or a duplicated section covering the assignment of the group to which he belongs. If possible, encyclopedias or books that comment on and clarify those things specified in the Constitution.

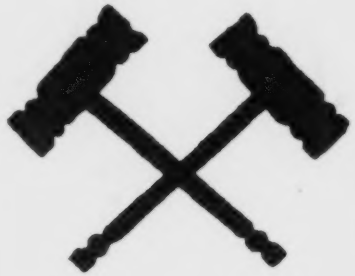
EVALUATION:

The students will demonstrate their understanding of the rights and freedoms guaranteed by the Constitution by listing them and participating in a follow-up discussion to the satisfaction of the teacher.

ADAPTATIONS:

PROCEDURE:

To the teacher:



1. Through reading and class discussion provide a background for this activity.

2. Divide the students into study groups for the purpose of researching and enumerating the freedoms and rights guaranteed by the Constitution to the citizens of the United States.
   Divide the students into the following groups:
   - Group 1 Have this group scan the seven articles to find anything pertaining to the rights of private citizens. Most of text deals with the setting up of the government, but there is some mention of the individual.
   - Group 2 This group will take Amendments 1 through 5.
   - Group 3 This group will take Amendments 6 through 10.
   - Group 4 This group will take Amendments 11 through 18.
   - Group 5 This group will take Amendments 19 through 26.

3. Each group should select a scribe to record its findings.

4. After the students have listed the rights and freedoms found in their assigned sections, the scribe of each group should report to the class.

5. The findings should be listed on the board.

6. A brief follow-up discussion could be held to make sure that the students understand the rights and freedoms listed.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 3, 6, 7, 9, 10, 23, 24, 26, 27

PERIODICALS 2

KITS 4, 9, 16

SIMULATIONGAMES 1

VIDEO CASSETTES 4

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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_____

Students will outline the processes of making, enforcing, and interpreting law in the United States. (402)
(P, V)

Secondary Social Studies TITLE: A Bill Becomes a Law	TOPIC: Law-Related Education TIME SEGMENT: 30-45 minutes	317-705 (402) D

INSTRUCTIONAL OBJECTIVE:

Students will outline the processes of making, interpreting, and enforcing the law in the United States.

MATERIALS:

Student Information Sheets Pages 1, 2
Name Cards (Masters included)

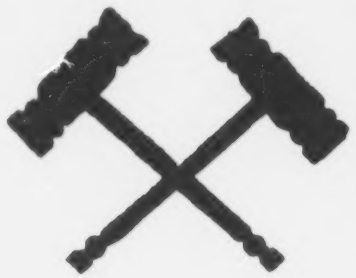
EVALUATION:

Walking a bill through the law-making process will indicate student's ability to outline the processes of making law in the United States.

ADAPTATIONS:

Students could be asked to outline or to write out the steps through which a bill becomes a law.

PROCEDURE:



To the teacher:

1. Have students read Student Information Sheet.
2. Discuss law-making process with students, encouraging questions and providing answers.
3. Assign students to play the following roles. Have students hold or wear appropriate name cards
   a. President (recommends the bill)
   b. Bill #1
   c. House of Representatives (3-4 students)
   d. House Clerk
   e. Speaker of the House
   f. House Committee
   g. Senate (3-4 students)
   h. Senate Clerk
   i. Senate Committee
   j. Conference Committee
4. Walk Bill #1 through submission to the House, reading, assignment to committee, house vote, etc. through passage by the senate and signing by President. Point out spots where bill could be killed, changed, vetoed, etc.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 4, 8

PERIODICALS 2

KITS 5, 8

SIMULATION GAMES 8

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity.

Students: _____

_____

_____

Teacher: _____

_____

_____

Before it can become a law, a bill must be introduced in Congress by a senator or a congressman. The bill might have been recommended by the President or by party leaders; it may have been drawn up by a congressional committee, or it may be the result of a proposal by citizens. Sometimes the individual congressman or senator may introduce a bill he/she has drawn up alone.

All revenue bills must be introduced first in the House of Representatives, but others may be introduced either in the House or the Senate. The bill is first placed in a basket, or "hopper". It is then read by the House Clerk. Only the title of the bill is read, and it is assigned a number and ordered to be printed. After the bill is printed, the Speaker of the House assigns it to the proper committee. The House committee considers the bill.... It may report on the bill favorably, amend it, revise it, or even rewrite it completely. Another choice is to "table" the bill, which means it is forgotten unless it is forced on the floor. This is done by obtaining a majority vote of the members of the House. It can also be reintroduced in a future session of Congress. If the bill is reported favorably, it is put on the House Calendar. There it waits its turn to be considered. The exception is when the bill is an emergency or of an unusually important nature. In such a case, it may be pushed ahead of other scheduled bills by the House Rules Committee.

When it finally reaches the floor of the House, the bill is given a second reading, this time in full, by the House Clerk. Congressmen read the printed copies of the bill and those for and against speak. The bill may be amended or returned to the committee for revision at this point. If the bill is voted upon, and if it receives a majority of the votes, it receives its third reading (this time only the title) and another vote is taken. If the bill passes, the House Clerk attests to the fact and the bill is sent to the Senate.

In the Senate, the Senate Clerk reads the bill by title, and the Vice-President, who presides over the Senate, assigns the bill to the appropriate Senate committee. Here the Bill is considered as it was in the House committee. When it comes out of committee, it is either filed and put on the Senate Calendar, or, as in the House, Senate majority leaders may push the bill ahead if it is deemed necessary. When the bill reaches the Senate floor, the Senate Clerk reads it again in full; it is debated and brought to a vote. If it is passed, the bill is read for the third time. Only the title is read. Another vote is taken, and if the bill passes, it is sent to the Vice-President to be signed. The Speaker of the House signs the bill also. When both the Speaker of the House and the Vice-President have signed the bill, it is sent to the President for his signature.

If the Senate amends (changes the bill) it is sent back to the House for its approval. If the amendments are not approved by the House of Representatives, members of both houses are appointed to a conference committee. They reach an agreement and the revised bill is sent back to the House and the Senate for their final approval.

If the President approves the bill, he signs it and it becomes a law. The bill can become law without his signature if he holds the bill for ten days (not counting Sunday) without signing or vetoing it. By not signing the bill, the President shows that he disapproves of it but will not prevent its passage.

The President may choose to veto the bill. In this case, it is returned to Congress. The President sends along a message telling of his objections. In this case the bill must pass both houses of Congress again, with a two-thirds majority. Such a majority is hard to obtain, and few bills become law in this way.

There is also a "pocket veto" whereby a president may kill a bill. If a bill reaches the President less than ten days prior to the adjournment of Congress, it cannot become a law without his signature. If the President chooses, he may fail to sign the bill during this time and the bill dies.

PRESIDENT

TITLE

BILL #1
Proposed: All High School Students will receive 1 dollar a day for every day he attends school.

HOUSE OF REPRESENTATIVES

HOUSE CLERK

SPEAKER OF THE HOUSE

SENATE

SENATE CLERK

SENATE COMMITTEE

CONFERENCE COMMITTEE

Students will identify basic responsibilities of good citizenship in our society and explain its relationship to the citizen in the political and legal processes. (412) (P, V)

Secondary Social Studies

TITLE: Responsibilities of a Good Citizen

TOPIC: Law-Related Education

TIME SEGMENT: 1 week

317-706 (412) D

INSTRUCTIONAL OBJECTIVE:

Students will identify basic responsibilities of good citizenship in our society and explain its relationship to the citizen in the political and legal processes.

MATERIALS:

News sections from newspapers for a week
Student Information Sheet
Paper, pencil or pen, cellophane tape
Student Activity Sheet

EVALUATION:

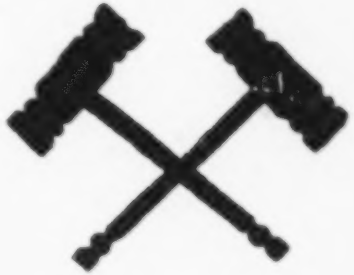
Completion of this activity will indicate student's abiltiy to identify the basic responsibilities of good citizenship in our society, etc.

ADAPTATIONS:

This activity can be adapted to individual reports.

PROCEDURE:

To the teacher:



1. Discuss with your students the basic responsibilities of good citizenship.
2. Have students read the Student Information Sheet as a basis for this discussion.
3. Assign students to watch for articles in a newspaper which illustrates the responsibilities of good citizenship.
4. Instruct them to underline specific sentences which relate to those responsibilities.
5. Have students keep a notebook of these articles with a written explanation of their own detailing how it illustrates basic responsibilities of a good citizen.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 19, 22, 27, 32

PERIODICALS

KITS 6

SIMULATION GAMES 8

VIDEO CASSETTES 1, 2

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Responsibilities of a Good Citizen	TOPIC: Law-Related Education	Student Information Sheet	317-706 (412) D

To the Student:

Since the United States is governed by the people, it must rely on the people to uphold the laws of the land. If more than two percent of the citizens fail to obey a law, that law is difficult to be enforced. Because the well-being of the nation depends on its citizens, it is important for all to be good citizens.

It goes without saying that good citizens must obey the laws of the land, state, and community. In addition, they have the responsibility of upholding these laws. They are expected to report incidents of law breaking. They are expected to give their names and addresses when they have witnessed crimes in the event they are needed to give testimony. They are expected to serve on jury duty when they are called.

Jury duty is something that many people try to avoid. They feel they don't have the time or that they will be bored, or they won't know what to do. One time a college professor was called to jury duty. He had lectures to give during the days he was to appear. He could have been excused but he felt strongly that all should accept the responsibility of jury duty. He taped his lectures beforehand and arranged for someone to play them to his students while he was in the court room.

There are many stories of young children who act as good citizens by reporting crimes that they observe. Some see car accidents and memorize the license number of the offending car so they can report it and serve as a witness.

One teenager watched a car repeatedly bump another car in an effort to get out of a slippery parking lot. When the driver finally got out of the parking place and left without trying to locate the owner of the damaged car, the teenager waited until the owner appeared. She left her name and address as well as the license number of the offending car. Some time later, this teenager was called to appear as a witness in the case, and although the case was settled out of court, was prepared to tell, under oath, what she had seen.

Being a good citizen is not always easy. In the situations above the people probably felt a little reluctant, and in the case of the accidents, even fearful about the consequences of their actions. Nevertheless, they recognized their responsibilities as citizens and had the courage to accept them.

Secondary Social Studies TITLE: Responsibilities of a Good Citizen	TOPIC: Law-Related Education	Student Activity Sheet	317-706 (412) D

To the student:

1. Using recent newspapers, cut out two articles which illustrate the responsibilities of good citizenship.
2. Underline the specific sentences which relate to these responsibilities.
3. Fasten each clipping to a sheet of your notebook paper.
4. Write a paragraph explaining how the persons in the clippings functioned as good citizens.
5. Put your name on the papers and put them in the place designated by your teacher.

59

Students will explain the functions and limitations of the court system. (103) (P, V)

61

Secondary Social Studies TITLE: "Defenders of Freedom"	TOPIC: Law-Related Education TIME SEGMENT: 1-2 class periods	317-707 (103) 317-726 (205) D

INSTRUCTIONAL OBJECTIVE:

The students will explain the functions and limitations of the court system.

MATERIALS:

Videocassette "Defenders of Freedom", a mock trial produced by Utah Hands Up, available on loan through the Statewide Clearinghouse on Law-Related Education, Room 310A, Metropolitan Hall of Justice, Salt Lake City, Utah 84111.

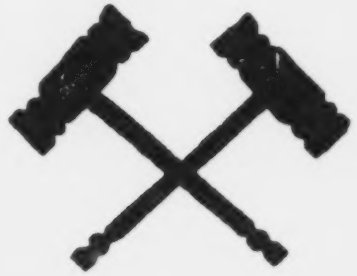
EVALUATION:

The students will demonstrate their understanding of the functions and limitations of the court system by listing them. The students will also be able to enumerate the advantages of obeying and sustaining the law. These shall be done to the satisfaction of the teacher.

ADAPTATIONS:

PROCEDURE:

To the teacher:



1. Through class discussion and selected reading provide a background for this activity.
2. Show the videocassette "Defenders of Freedom." This videotape takes 30 minutes.
3. Instruct the students to take notes on the presentation and provide enough light so that they can see to take them. Have the students list the functions of the court as they are shown, mentioned or implied in the mock trial.
4. Also have the students list any limitations of the court system they see or can think of.
5. After the videotape hold a discussion on the mock trial that was viewed and the functions and limitations of the court system. At the end of the discussion draw out from the students the advantages of honoring, obeying and sustaining the law. You may wish to have the student help you paint a verbal picture of a society without laws to protect the citizens.
6. Have the students put their lists in a place designated by you so that they may be evaluated.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 11, 14, 29

PERIODICALS 2

KITS 6, 8, 16

SIMULATION GAMES 6

VIDEO CASSETTES 3, 4

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

_____

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Students will identify the functions and limitations of the law enforcement system. (402) (P, V, C)

Secondary Social Studies	TOPIC: Law-Related Education	317-708 (402)
TITLE: You and the Law	TIME SEGMENT: 30 minutes	D

INSTRUCTIONAL OBJECTIVE:

Students will identify the functions and limitations of the law enforcement system.

MATERIALS:

Student Information Sheet
Student Activity Sheets Pages 1-4
(Masters included)

EVALUATION:

Successful completion of the Student Activity Sheets will indicate students' ability to identify the functions and limitations of the law enforcement system.

ADAPTATIONS:

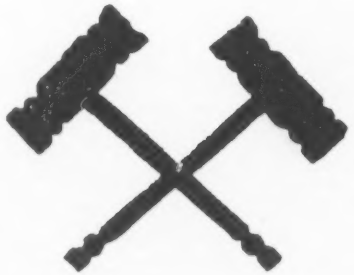
This activity could be used as the subject for a class discussion. Also, class could be divided into groups of four or five. The groups could discuss each case, arrive at a conclusion and a chosen spokesperson could report to the rest of the class.

PROCEDURE:

To the Teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for your class.

2. Provide opportunity for students to discuss and share their work with the rest of the class.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 17, 28, 30, 34

PERIODICALS 2

KITS 3, 6, 8, 11

SIMULATION GAMES 7

VIDEO CASSETTES 2

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

_____

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Teacher: _____

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_____

Secondary Social Studies TITLE: You Are the Law	TOPIC: Law-Related Education	Student Information Sheet	317-708 (402) D

In the United States, police officers perform two main functions. First of all, an officer enforces the law. Enforce means to see that others keep the law. An officer's second function is to maintain order. Although these two duties seem to go hand in hand, there are some important differences.

Maintaining order seldom involves arrest, but it does put the officer in the middle of various conflicts. Family quarrels and disturbances in neighborhoods are situations with which an officer has to deal with while maintaining order.

In enforcing the law, arrest is probably the goal, since the officer is usually involved with those who are breaking the law. Stopping or investigating a robbery or breaking up a riot or a gang fight are examples of enforcing the law.

In many countries there is one police force that works under the direction of the central government. This condition does not exist in the United States. Most Americans believe that local governments should have control of their own law enforcement agencies. As a result, there are about 40,000 police forces in the land. There are federal groups, such as the FBI and the Secret Service. There are state, country, and city police forces. Each has limitations to its powers that prevent it from infringing on the jurisdiction of the other.

There are advantages to the law enforcement system in the United States. The arrangement helps to safeguard democracy by preventing the concentration of power in one group. Also, smaller, local groups are easier to manage.

However, there are also disadvantages to this system. Sometimes it is difficult for different agencies to work together. Also, small police forces are costly. It is hard for some communities to provide adequate protection and the safety of the people suffers.

Secondary Social Studies TITLE: Officer of the Law	TOPIC: Law-Related Education	Student Activity Sheet Page 1	317-708 (402) D

Here are some situations which might occur in the life of a police officer. How would you deal with each occurrence? There are no right answers. Pretend you are a police officer. Use your best judgment. Number your paper from 1 to 10. On your paper, write the letter of the alternative that you think is best. If none of the choices seems right, write a sentence describing what you would do instead.

1. 10:00 p.m. You notice a group of teenagers carrying paint and brooms. They are heading toward the block H on the mountain. You
   a. stop and warn them.
   b. throw a scare into them by pretending to arrest them.
   c. take them to their parents.
   d. arrest them and take them to the station.
   e. pretend you didn't see them.
   f. do something else - what?

2. You and your partner get a call that a person has reported by phone that two men are burglarizing the apartment next to hers. You hurry to the door of the apartment that is reportedly being burglarized and shout, "This is the police, open the door." No one comes to the door. You
   a. draw your gun and prepare to fire as you kick in the door.
   b. question the apartment resident who reported the burglary to obtain more information.
   c. return to the street and watch the exits of the apartment house for suspicious characters.
   d. send your partner back to the car to call for reinforcements.
   e. do something else - what?

3. You are patrolling an all-night market. You see a teenage boy pick up a box of crackers and put them under his jacket and leave the market. You catch up with him and tell him to hand over the crackers. He says, "Please, officer, I've never done anything like this before. The busses have stopped running for the night and it's going to take an hour to get home. I was so hungry I was afraid I'd pass out before I got there. You've got the crackers, couldn't we just forget the whole thing?" You
   a. let the boy go but tell him you'll call his parents.
   b. hope the boy is telling the truth and let him go.
   c. the boy has broken the law and because of this, you arrest him.
   d. shoplifting is serious, so you arrest the boy to make an example of him, however, after recording the offense, you deliver a reprimand and turn the boy over to his parents.

e. tell the boy you don't want to catch him shoplifting again
f. do something else - what?

4. You have had a hard day. You are on your way home, walking, because your car is being repaired. A short way from home you encounter a group of teenagers. They appear to be drinking beer. One of group yells "Hey, Mike, does your old man work? Another kid answers, "Naw, he's a policeman." The group laughs and other insults are hurled at you. All at once one of them throws a can. It just misses you. All of the teenagers are laughing. You
   a. ignore the group and resume your trip home.
   b. stop and warn the teenagers.
   c. pick out the first one who yelled and arrest that one.
   d. after you get home, call for help and volunteer to go along to identify the group.
   f. do something else - what?

5. You are driving through a part of town which is not on your beat. You happen to see a man waving a small hatchet. He is talking and singing. You stop the car and order the person to put down the hatchet. He keeps on coming, waving the hatchet in your direction. You
   a. try to take the hatchet from the man.
   b. tell the man to put down the hatchet or you will shoot.
   c. get back in the car, roll up the windows, and call for assistance.
   d. find the man's minister, or family, or neighbors who might help you persuade the man to give up the hatchet.
   e. ignore the situation since it is outside of your beat.
   f. do something else - what?

6. A young woman comes out of an appliance shop and walks up to you. She explains that she has had her mixer in for repairs twice, has been charged for the repairs each time, and the problem has still not been eliminated. You
   a. go into the shop with the woman and demand that the proprietor make good or refund the woman's money.
   b. walk on as if you hadn't heard the woman.
   c. suggest the woman call the Better Business Bureau and lodge a complaint.
   d. arrest the proprietor for fraudulant conduct.
   e. tell the woman you sympathize with her position, but that you can't do anything because it's not a police matter.
   f. do something else - what?

BEST COPY AVAILABLE

7. You get a stolen car report and just then a car with a matching license plate speeds by. You turn on your blinker. Instead of pulling over, the driver speeds up. As you pull along side, the driver turns in your direction, trying to run you into the oncoming lane of traffic. You
   a. force the car off the right side of the road regardless of the possibility of injury to the two of you and to the vehicles.
   b. note the direction of the car, report it to the dispatcher, and let the car go.
   c. fire warning shots and if that doesn't stop the driver, aim at the tires.
   d. trail the driver at a distance, and call for extra help.
   e. do something else - what?

8. The temperature is 95 degrees. You are turning off the fire hydrant in a crowded neighborhood. The children are not ready to get out of the water. They try to persuade you to leave the water on a little longer. When this fails, they begin to call you names and shout abuses. There are adults looking on as you continue to turn off the water. As you go to leave, you slip and fall into the water. The whole croud laughs. You
   a. call the kids names to get back at them.
   b. tell the crowd you'll arrest the next one who turns on the hydrant.
   c. hurry to the squad car and drive away without saying anything.
   d. pick yourself up and laugh with the crowd.
   e. give the group an angry look and walk away.
   f. do something else - what?

9. You have a young brother who is a member of a street gang. You know several of the members. They seem to be a good group. They trust you and tell you about things that are going on in the neighborhood. For some time things go well. Then your brother comes to you with the news that one of the gang members is thinking of becoming a vendor for one of the local drug pushers. The two are going to meet behind a school to transact the business. "Don't you do anything about it," your brother says. "If anything happens, they'll know where you got your information. The gang would get back at me." You
   a. try to talk to the gang member involved, point out the disadvantages of getting into that kind of business.
   b. advise the department of the meeting, regardless of the consequences to your brother.
   c. arrange an activity that will involve you and your brother and various gang members at the time of the meeting, then alert the department.
   d. don't do anything and hope that the boy will come to his senses on his own
   e. do something else - what?

10. You are in your patrol car. A woman passes you, going the wrong direction on a one way street. You pull her over and ask where she thinks she is going. She realizes her error, is embarrassed,and says she'll never do that again. You
    a. issue a ticket immediately.
    b. issue a warning and get her pointed in the right direction.
    c. ask her how long she will go before doing that again, point her in the right direction,and drive on.
    d. do something else - what?

Students will explain the legal means of resolving conflict. (205) (P, V)

Secondary Social Studies PRO-SE COURT, Simulation TITLE: to Prepare for Mock Court or Mock Trials	TOPIC: Law-Related Education TIME SEGMENT: Teacher discretion	317-709 (205) Page 1 D

INSTRUCTIONAL OBJECTIVE:

To assist students in explaining courtroom procedures focusing on the essence of judicial decision making in resolving conflict.

MATERIALS:

Teacher Information Sheet I
Teacher Information Sheet II (ten copies)
Student Research Sheet for each class member
Three copies each of the five teacher-selected Student Researched Case Studies
Student Observer Sheet for each class member

EVALUATION:

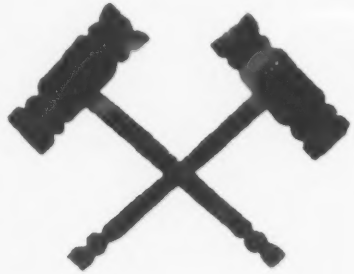
The student will demonstrate basic knowledge of courtroom procedure used in resolving conflict.

ADAPTATIONS:

A resource person having actual courtroom experience could be invited to assist in the development and debriefing of this activity.

PROCEDURE:

To the teacher:



STEP ONE: INTRODUCTORY SIMULATION AND DEBRIEFING.

1. Using the information of role descriptions outlined on the Teacher Information Sheet I, the teacher leads a class discussion regarding the specific roles of judge, plaintiff, and defendant.
2. Teacher divides class into ten groups of three.
3. Each student selects a role-judge, plaintiff, defendant - for round one. The roles will rotate in the two remaining rounds in the first part of this simulation.
4. The teacher distributes only the facts of the sample case #1 on Teacher Information Sheet II to each group. Do not disclose the issues or the decision at this time.
5. The student playing the role of the judge in each group reads the facts of the case to the other group members.
6. Based on this information, the role-play proceeds in each group. The plaintiff states his/her position first, then the defendant. The judge may ask questions of either party before rendering a decision and stating the reasons for that decision to the class.
7. The teacher now reads the issue and the decisions found on Teacher Information Sheet II regarding case #1 (the sample cases are representative and are not to be taken as absolute)
8. The teacher now takes the opportunity to discuss the decisions of the ten judges with the class, evaluating the similarities and differences.
9. The students in each group rotate roles and repeat the process twice with a new case each time.
10. The following questions are suggested for debriefing the simulation:
    a. Which is the most difficult role to play? Why?
    b. Which roles were played most realistically? Why?
    c. Which decisions were the least/most difficult to make? Why?
    d. What were the strengths/weaknesses of the role plays? Why?

Possible Additional Resources:

See Annotated List of Resources

BOOKS 4, 8

PERIODICALS

KITS 2, 12

SIMULATION GAMES 1

VIDEO CASSETTES

FILMSTRIPS 1, 2

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

CONTINUED:

STEP TWO: INDEPENDENT CASE RESEARCHING AND TEACHER EVALUATION AND GROUPING.

1. Teacher distributes a Student Research Sheet to each class member and reviews the assignment instructions.
2. The time allowed for this independent research and where the researching is to be done is a teacher discretion.
3. When the assignment is due, the teacher evaluates each researched case study and selects five of the most thorough to be used in Step Three of this activity.
4. The teacher organizes class members into groups according to the following criteria:
   a. Those five students who authored the five selected case studies are assigned the role of judge. Each judge is assigned an unfamiliar case.
   b. One defendant, one plaintiff, one defendant's attorney, one plaintiff's attorney is assigned to each judge. If classroom members can't be divided evenly, extra students are assigned the role of assistant attorneys.
   c. The teacher prepares three copies of each of the five selected cases, fact and issues, but does not copy the researched case decision.

STEP THREE: CULMINATING SIMULATION AND DEBRIEFING.

1. The teacher leads a class discussion reviewing the roles of judge, plaintiff, defendant and introduces the roles of plaintiff's attorney and defendant's attorney.
2. The students are assigned to the teacher's pre-determined groups and role responsibilities.
3. The groups move to a designated area and arrange according to the following diagram:

Secondary Social Studies PRO-SE COURT, Simulation TITLE: to Prepare for Mock Court or Mock Trials	TOPIC: Law-Related Education TIME SEGMENT: Teacher discretion	317-709 (205) Page 3 D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

CONTINUED:

4. One copy of each case's facts and the issues as stated by the researching author are distributed to the judge, the defendant and his/her attorney/s, the plaintiff and his/her attorney/s of each of the five groups.
5. To prepare for the Pro-Se Court, these steps are followed:
   a. The judge reads the facts and issues of the case and forecasts possible questions that will be necessary to rendering a judicial decision.
   b. The defendant and his/her attorney/s prepare their case apart from other group members.
   c. The plaintiff and his/her attorney/s prepare their case apart from other group members.
   d. Time allotment for preparation is a teacher discretion.
6. All class members reorganize in the large group setting and each Pro-Se Court case is presented to the entire class, one at a time.
7. Before the presentations begin, the teacher distributes a Student Observer sheet to each class member.
8. At each case presentation is completed, the judge states his/her decision. The author of the case then reads the researched decision. If the decisions are not the same, the acting judge must defend his/her decision by stating reasons. If class observers wish to add evaluative remarks regarding the case, time should be allowed.
9. This procedure is followed for all five Pro-Se Court cases.
10. The Student Observer Sheets are submitted to the teacher for evaluation.

REFERENCE: Turner, Mary Jane, Law in the Classroom, Activities and Resources. Social Science Education Consortium, ERIC Clearinghouse for for Social Studies/Social Science Education, Boulder, Colorado.

ROLES TO BE USED IN STEP ONE:

Role Descriptions

Judge	The judge must see that both sides have a fair chance to present their cases. The judge should not interrupt or dominate the proceedings. In Part II, when the parties are represented by attorneys, he must insist that the attorneys stick to fair rules. The judge must decide whether a law has been broken. If so, he must uphold the law.
Plaintiff	This person has accused the defendant of doing or not doing something which he thinks is unfair. He is the one who has asked the court to hear the case. In a Pro-Se Courtthe plaintiff is asking the judge to make the defendant pay him an amount of money (under $300.00). He speaks to the judge first.
Defendant	This person has been accused by the plaintiff. He has been summoned into court and is probably appearing against his will. He listens to the accusation and then either tries to prove it untrue or gives reasons to justify his actions.

ROLES TO BE ADDED IN STEP THREE:

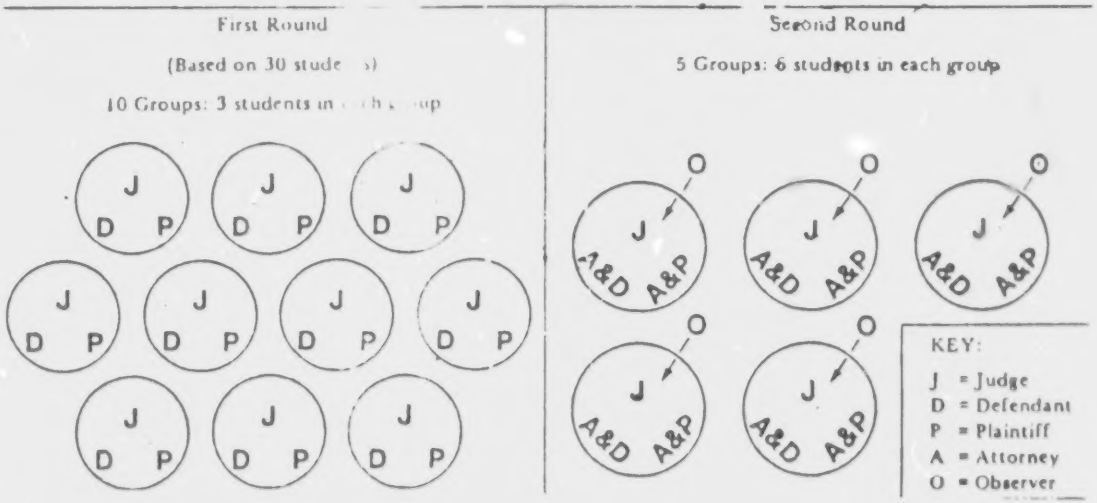
Plaintiff's Attorney	He tries to prove that the accusation is true. In a Pro-Se Court this attorney may ask questions of fact of the defendant and the plaintiff. He may not ask for their opinions. He speaks first.
Defendant's Attorney	He listens to the plaintiff's attorney and then tries to show that either the defendant did not do what he was accused of doing or that he had good reasons for doing it.

To Whom it May Concern:

This activity calls for three example cases to be role played by high school students. (Step I on the teacher procedure sheet.)

Attached to this sheet you will find sample cases that are applicable to younger students. Other examples need to be used for older students that will generate interest and involvement at their age level. The format on the attached samples is very useable, however, and the three examples used for Teacher Information Sheet II should be outlined accordingly.

DIAGRAM FOR CLASSROOM



DEFENDANT — This person has been accused by the plaintiff. He has been summoned into court and is probably appearing against his will. He listens to the accusation and then either tries to prove it untrue or gives reasons to justify his actions.

PLAINTIFF'S ATTORNEY — He tries to prove that the accusation is true. In a Pro-Se Court this attorney may ask questions of fact of the defendant and the plaintiff. He may not ask for their opinions. He speaks first.

DEFENDANT'S ATTORNEY — He listens to the plaintiff's attorney and then tries to show that either the defendant did not do what he was accused of doing or that he had good reasons for doing it.

OBSERVER — Your task is to listen carefully to the testimony of the plaintiff and the defendant and try to answer the following questions:

1. What is the complaint? In other words, what is the plaintiff accusing the defendant of doing, or not doing?
2. What did the defendant say in response? Did he

BEST COPY AVAILABLE

admit to the accusation? Were there reasons to justify his action?
3. Did the judge ask any questions? If so, what were they?
4. What was the judge's decision? Did he give any reasons for his decision?
5. Would you have made the same decision? Why or why not?

FIRST CASE

Facts

1. Plaintiff is the assistant to a newspaper delivery boy.
2. Defendant is newspaper delivery boy.
3. Defendant became sick and asked his helper, the Plaintiff, to deliver fifty papers. Plaintiff agreed to deliver the papers for $2. Plaintiff delivered papers but did not place them in mail boxes or inside halls. Twenty-five newspapers were ruined in the rain and Defendant refused to pay the $2 to the Plaintiff.
   Plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

Role-play before distributing the following:

Issue

Did the assistant fail to live up to his agreement? If so, what would be the appropriate remedy?

Decision

It appears from the facts that the Plaintiff did what he had agreed to. He agreed to deliver the papers and did just that. The agreement did not specify that he had to put papers in the mailboxes or inside halls. On the other hand, it is important to remember that the Plaintiff was an assistant to the Defendant. Since he was an assistant, he knew from experience that delivering the papers included putting them in the mailboxes and in the halls. Therefore, it is clear that the Plaintiff should have done what he knew from his experience. It can be concluded, therefore, that the Plaintiff did not fully live up to the agreement. What is appropriate as a remedy? Only twenty-five papers were damaged. Therefore, half of the papers did get delivered successfully. Judgment for Plaintiff for $1. One dollar is appropriate since the agreement was for fifty papers and twenty-five people got their papers in good condition.

SECOND CASE

Facts

1. Plaintiff is a babysitter.
2. Defendant is a parent.
3. The Plaintiff agreed to babysit for the Defendant's two children for fifty cents per hour. When the babysitter arrived there was a third child, a cousin, present. Plaintiff said nothing about an increased rate but demanded 75 cents per hour when Defendant returned home two hours later, claiming the rate to be 25 cents per hour per child. The Defendant refuses to pay the additional 25 cents per hour. Plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

Role-play before distributing the following:

Issue

Is the Plaintiff entitled to the additional 25 cents per hour?

Decision

From the facts, it appears the Plaintiff had agreed to babysit for 50 cents per hour. When the Plaintiff arrived on the job, and saw an additional child, he did not say he wanted more money. The Plaintiff had never told the Defendant that he expected 25 cents per child when they made the agreement. It was, therefore, unfair for the Plaintiff to demand this amount after the fact. The Defendant understood that the charge was 50 cents per hour and not 25 cents per child. To give the 25 cents additional fee per hour would be unfair to the Defendant. Judgment for the Defendant.

THIRD CASE

Facts

1. Plaintiff is a comic book collector.
2. Defendant is a classmate.
3. Plaintiff loans ten comic books to Defendant for one week. The books are in very good condition and Plaintiff warns Defendant to be careful of them. The Plaintiff had paid 25 cents a copy for the books or a total of $2.50. Defendant returns five comic books in good condition but five are torn and ripped. Plaintiff demands $2.50 of the Defendant to cover costs. Defendant refuses. Plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

Role-play before distributing the following:

Issue

Is the Plaintiff entitled to damages if Defendant returns loaned comic books in a condition different from condition the books were in when they were received?

Decision

When one loans an item to someone he is entitled to get it back in a condition reasonably similar to the condition it was in when he loaned it. In this case, five of the books were returned in a torn and ripped state. It is obvious that the Defendant did not exercise reasonable care while he read the books, and it is, therefore, unfair to return them in poor condition. What would be the measure of damages? If it can be shown that the Plaintiff could get the same comic books for 25 cents each, the Plaintiff would be entitled to $1.25 and the Defendant could keep the torn books. If the books were irreplaceable, the Plaintiff would be entitled to the $2.50 he sought. Judgment for Plaintiff.

FOURTH CASE

Facts

1. Plaintiff was the owner of a three-speed bicycle.
2. Defendant was the owner of a bicycle repair shop.
3. Plaintiff brought bicycle into shop when the gears didn't shift properly. Plaintiff told Defendant-owner to fix the gears as well as possible but not to do anything that cost more than $25. When Plaintiff

came to pick up bicycle the next week, he found that the shop had installed brand new gears and had sold his broken gear shift to a bicycle used parts company. The Defendant told Plaintiff that he owed $50. The Plaintiff told Defendant that he would pay $25 since that was the amount he had said was as high as he could go. The Defendant said he would not get the bicycle back until $50 was paid. Plaintiff sues.

4. What is the issue?
5. How would you decide? Why?

Role-play before distributing the following:

Issue

Can the Defendant do more than he was authorized to do by the Plaintiff without first making an additional agreement with Plaintiff?

Decision

No. The bicycle repair shop cannot take unfair advantage of a customer. The Plaintiff-customer had placed limitations on what the shop could do. The shop cannot do more without consulting customer. Since it was too late to return the bicycle in the condition in which it was brought in, the shop must give the bicycle with the new gear to the Plaintiff for $25. Judgment for Plaintiff.

Using available courtroom case study references, locate and research a specific case and state the information regarding that case on this worksheet.

CASE TITLE _____

FACTS: _____

_____

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_____

ISSUE/S _____

_____

_____

_____

DECISION: _____

_____

_____

_____

REFERENCE SOURCE: _____

_____

NAME _____ CLASS _____

Secondary Social Studies PRO-SE COURT, Simulation TITLE: to Prepare for Mock Court and Mock Trials	TOPIC: Law-Related Education	Student Observer Sheet	317-709 (205) Page 11 D

OBSERVATIONS State the issue of each case in your own words.	CASE I	CASE II	CASE III
Answer the following questions for each of the four cases you observe: 1. What is the complaint?			
2. What did the defendant say in response?			
3. Did the judge ask any questions? If so, what were they?			
4. What was the judge's decision?			
5. Would you have made the same decision? Why or why not?			Case IV and V on back.

Students will describe the processes of making, enforcing, and interpreting law in the United States. (405)
(P, V)

Secondary Social Studies TITLE: Plaintiff Vs Defendant	TOPIC: Law-Related Education TIME SEGMENT: Teacher Descretion	317-710 (405) D

INSTRUCTIONAL OBJECTIVE:

Students will describe the processes of making, enforcing, and interpreting law in the United States.

MATERIALS:

Teacher Information Sheet I, II
Copies for each group of three students in class - Masters included
Student Observer Sheet Master included
Pen/pencil

EVALUATION:

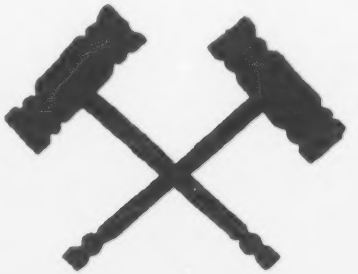
Students will demonstrate their ability to describe processes of making, enforcing, and interpreting law in the United States.

ADAPTATIONS:

710

PROCEDURE:

To the Teacher:



1. Using Teacher Information Sheet I, lead class in discussion of the roles of a judge, plaintiff, and defendant.
2. Divide class into groups of three.
3. Each group selects a judge, plaintiff, and defendant for the first case. Roles will rotate on the next two cases.
4. Teacher gives out facts only from Teacher Information Sheet II.
5. Judge in each group reads facts in first case.
6. Using judge's information, the other two students in the groups role play. Plaintiffs state their positions first; defendants give their arguments next. Judges may ask questions of either member of group.
7. When judge is satisfied with the information he/she renders decision and tells class the reason for that decision.
8. Teacher then states the issues and decision of the case pointing out and discussing differences and similarities.
9. Students complete statements and questions for case one on Student Observer Sheet.
10. Students rotate rolls and repeat process with case two and then case three.

711

Possible Additional Resources:

See Annotated List of Resources

BOOKS 14, 29

PERIODICALS 2

KITS 16

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

_____

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Teacher: _____

_____

_____

Secondary Social Studies TITLE: Plaintiff Vs Defendant	TOPIC: Law-Related Education	Teacher Information Sheet I	317-710 (405) D

DESCRIPTION OF ROLES

Judge - The judge must decide if a law has been broken. To do so the judge must be sure that both sides have a fair chance to give their cases. The judge should not interrupt the plaintiff or the defendent but may ask questions after each has spoken. The judge should not be bossy or dominate the exercise.

Plaintiff - Plaintiff is the person who accuses someone of doing or not doing something he/she thinks is not fair. It is the plaintiff who has asked the court to hear the case. The plaintiff tells his/her story to the judge first.

Defendant - The defendant is the person who has been accused by the plaintiff. The defendant has been formally requested (summoned) to appear in court and is probably not happy to be there. The defendent listens to the plaintiff's accusation and tried to show that it isn't true or that there were good reasons for the actions.

Secondary Social Studies TITLE: Plaintiff vs Defendant	TOPIC: Law-Related Education	Teacher Information Sheet II	317-710 (405) D

Facts

1. Plaintiff was the owner of a portable TV.
2. Defendant was the owner of a TV repair shop.
3. Plaintiff brought his TV into the repair shop when the tuner didn't work properly. Plaintiff told the defendant-owner to repair the tuner as well as he could but not to do anything that cost more than $30. When the plaintiff came to pick up the TV two weeks later, he found that the repair person had installed a brand new tuner and had sold the defective tuner to a used parts company. The defendant told the plaintiff he owed $60. The plaintiff told the defendant that he would pay $30 only, since that was the amount he had said was the limit he could pay. The defendant said he would not release the TV until the full $60 was paid. The plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

Role-play before distributing the following:

Issue: Can the defendant do more than he was authorized to do by the plaintiff without first contacting the plaintiff and making a new agreement?

Decision: No. The TV repair shop cannot take unfair advantage of a customer. The plaintiff-customer had placed a limit on what the shop could do. The shop cannot do more without checking with the customer. Since it was impossible to return the TV in the condition in which it was brought to the shop, the defendant-owner must give the TV with the new tuner to the plaintiff for $30. Judgment for the plaintiff.

Facts

1. Plaintiff is an assistant to a person who does yard work during the summer.
2. Defendant is the person who does yard work.
3. Defendant was called out of town unexpectedly for two days. He asked his assistant to take over the care of five yards during that time. (Care included mowing, trimming, and watering lawn, and spraying weed killer.) Defendant agreed to pay his assistant $60 for the two days work. The assistant mowed, trimmed and watered, but failed to spray the yards. The clients complained to the defendant who refused to pay the plaintiff. The plaintiff sues.
4. What is the issue?
5. For whom would you decide? Why?

Role-play before distributing the following:

Issue: Did the assistant fail to live up to his agreement? If so, what would be the appropriate remedy?

Decision: The plaintiff did part of what he agreed to do. He agreed to take over the care of the five yards during the two days the defendant was away. The agreement was to take over the care of the yards. Spraying was not spelled out specifically, but since the assistant had worked with the defendant for sometime, he knew from experience what was expected of him. Therefore, it is clear that the plaintiff should have done what he knew from his past experience. It can be concluded that the plaintiff did not fully live up to the agreement. What is appropriate as a remedy to the situation? The plaintiff did three of the four things expected of him. However, failing to spray allowed weeds to grow which caused extra work in the weeks to come. Judgment for the plaintiff for $35. Plaintiff receives just over half the agreed upon amount.

Secondary Social Studies TITLE: Plaintiff vs Defendant	TOPIC: Law-Related Education	Teacher Information Sheet III	317-710 (405) D

Facts

1. Plaintiff is a person who has agreed to care for a dog for two weeks.
2. Defendant is the owner of the dog.
3. Plaintiff agrees to care for the defendant's dog for two weeks at one dollar a day. Dog is to stay in plaintiff's back yard in a shelter brought by the defendant. After a week, the dog gives birth to four puppies. Upon the defendant's return the plaintiff demands two dollars a day because of the extra puppies. The defendant refuses to pay the additional dollar. The plaintiff sues.
4. What is the issue?
5. How would you decide? Why?

Role-play before distributing the following:

Issue: Is the plaintiff entitled to the additional dollar a day?

Decision: From the facts, it would appear that the plaintiff had agreed to care for the dog for one dollar a day. When the dog was brought to the plaintiff's house, the plaintiff did not stipulate that the charge would be increased if the dog had puppies. The puppies did not require extra care from the plaintiff. She was not needed to aid in their delivery. They remained in the shelter with their mother, and did not require extra food from the plaintiff. To give the extra dollar a day would be unfair to the defendant. Judgment for the defendant.

Secondary Social Studies TITLE: Plaintiff vs Defendant	TOPIC: Law-Related Education	Student Observer Sheet	317-710 (405) D

	Case I	Case II	Case III
State issue of case in your own words			
1. What is the complaint ?			
2. What did the defendant say? 3. What, if any, questions were asked by the judge?			
4. How would you have decided? Why?			
5. What was the judge's decision?			
6. How was the case decided according to the teacher's information?			

Students will relate knowledge of the law to personal transactions. (402) (P, V)

Secondary Social Studies TITLE: Law in our Personal Transactions	TOPIC: Law-Related Education TIME SEGMENT: two 20 minutes segments in class	317-711 (402) D

INSTRUCTIONAL OBJECTIVE:

Students will relate knowledge of the law to personal transactions.

MATERIALS:

Student Information Sheet
(Master included)

EVALUATION:

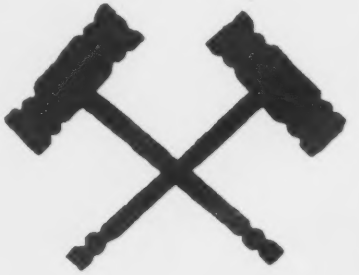
The teacher shall be able to determine by the entries in the student's journal if he understands the application of laws to his personal life.

ADAPTATIONS:

PROCEDURE:

To the Teacher:

1. Establish a background for this activity with students involved.
2. Duplicate enough Student Information Sheets for each student if you prefer having the students read the activity. Or if you prefer, the description may be read aloud.
3. Have the students read the information sheet or read it aloud to the class.



4. After the reading, draw from the students the laws involved in Paul's activities. The laws and regulations should include such things as Food and Drug Administration laws regarding toothpaste and breakfast cereal, Federal Communication Commission rules on TV broadcasting, local animal laws, the licensing of bus drivers, etc. Point out every law possible.
5. Assign the students to keep a journal for a day, writing down every law that affects them as they go about their activities. Have the students bring their journals to class following completion of the assignment.
6. Have the students share their findings in a short discussion in class.
7. Have the students hand in their journal for evaluation.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 14, 27, 29

PERIODICALS

KITS 2, 10, 12, 18

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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To the Student:

Paul Mason is fourteen years old. He lives at 9975 Flora Drive in Sandy, Utah, with his two sisters, his mother, and his father. Paul's mother called him to get up at 7:00 a.m., as this was a school day. First of all, Paul showered. He washed his hair with Flex shampoo and brushed his teeth with Colgate toothpaste. Then he dried his hair and dressed for school.

Paul's mother had breakfast ready when he walked into the kitchen. He turned on the small television to see the morning news show while he ate his grapefruit, a bowl of Wheaties, toast, and two glasses of milk.

There was still half an hour before Paul's bus was due, so he put the leash on Rufus, his dog, and went for a short walk. Once home again, Paul just had time to enclose Rufus in the backyard, grab his books, and race to the corner to catch the school bus. The bus reached the stop, red lights flashing, just as Paul did. Paul smiled and said, "Hi," to the bus driver, found a seat by his friend, Glen, and began to talk about the big game that was to be held that night.

Students will describe the selection processes for elected and appointed officials. (105) (P)

Secondary Social Studies
TITLE: Appointed by the People

TOPIC: Law-Related Education
TIME SEGMENT: one class period

317-712 (105)
D

INSTRUCTIONAL OBJECTIVE:

Students will describe the selection processes for elected and appointed officials.

MATERIALS:

Teacher Information Sheet
Resource person
Evaluation sheet: Master included
Pen/pencil

EVALUATION:

Successful completion of the Student Evaluation Sheet will demonstrate students' ability to describe the selection processes for elected and appointed officials.

ADAPTATIONS:

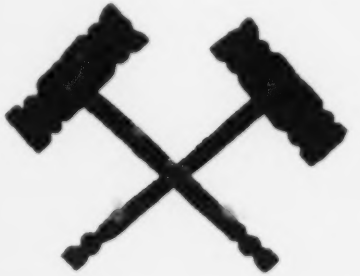
PROCEDURE:

To the teacher:

1. Well in advance, arrange for a guest speaker who is qualified to talk about the elective and appointive processes in government.

2. Discuss the two processes and the basic differences in the two processes with the students prior to the speaker's appearance.

3. Allow time at the end of the speakers presentation for questions from the students.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 32

PERIODICALS

KITS 19

SIMULATION GAMES 5

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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The Declaration of Independence states that government should operate with "the consent of the governed." It is easy to see the "consent" in operation where government leaders are elected. If a person decides to run for an office, he/she must gather a predetermined number of signatures of registered voters on his application before his/her name can be placed on the ballot. The governed, or the people, of that county, city, state, or of the United States, then vote either for that person or for someone else who has followed the same procedure. In this way, the people choose who will govern them.

In the case of appointed officials, it is not so easy to see the part that is played by the governed in the selection of the appointee. Nevertheless, the people figure prominently in the process of governmental appointments.

One of the jobs of the President is to appoint people to high federal offices. The Secretaries of State, Defense, Treasury, Interior, etc. are all appointed by the President of the United States. However, the President may not choose just anyone he pleases to fill these jobs. Before a person's name is submitted for a particular position, that person is investigated thoroughly to make sure there is nothing in his/her past associations or actions that could cause the person to be disqualified.

If all is well, the name of the person is then submitted to Congress for its consideration. A congressional hearing is convened and the person is questioned extensively to determine his/her fitness for the job. If all the questions are answered to the satisfaction of Congress, the appointment is approved and the person is called to that position.

As you can see, an appointed official is not elected by the people, but he/she is questioned, and approved, or disapproved by those who have been elected and are thus committed to carry out the will of the people.

Evaluation Sheet

Name _____

Period _____

Name of Guest Speaker _____

Date _____

Subject of Talk _____

1. List three important ideas from the talk.
   a. _____
   b. _____
   c. _____
2. List three questions you would have liked to ask the speaker.
   a. _____
   b. _____
   c. _____
3. If the speaker answered a question you listed, write the answer that was given. _____

   _____
4. What things were interesting to you? Why? _____

   _____
5. What things were not interesting to you? Why? _____

Students will define the term democracy and will be able to describe basic democratic values such as liberty, justice, equality, consent of the governed. (402) (V)

Secondary Social Studies	TOPIC: Law-Related Education	317-713 (402)
TITLE: Democracy and Majority Rule	TIME SEGMENT: 45 minutes	D

INSTRUCTIONAL OBJECTIVE:

Students will define the term democracy and will be able to describe basic democratic values such as liberty, justice, equality, consent of the governed.

MATERIALS:

Information Sheet "Gettysburg Address"
3 1/2 paragraphs of Declaration of Independance (ending: "seem most likely to effect their safety and happiness.")
Masters included

EVALUATION:

Students will demonstrate ability to discuss and understand some basic democratic values by successful completion of student work sheet.

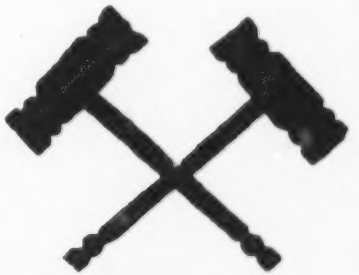
ADAPTATIONS:

This activity can be adapted to a class discussion.

PROCEDURE:

To the Teacher:

1. Have students read the Gettysburg Address and the excerpt from the Declaration of Independence.
2. On their own paper have the students answer the questions on the Student Activity Sheet.
3. Have students put their finished papers in the place designated.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 6, 7, 9, 10, 11, 17, 18, 24, 25, 27, 33

PERIODICALS

KITS 8, 9, 16

SIMULATION GAMES 2, 9

VIDEO CASSETTES 4

FILMSTRIPS 6, 7

Evaluation and Comments on Activity:

Students: _____

_____

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Teacher: _____

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To the student:

1. In his Gettysburg Address, Abraham Lincoln refers to the Democracy of the United States as "government of the people, by the people, and for the people." Write a paragraph giving your interpretation of what is meant by this phrase.

2. From where does the Declaration of Independence say governments should derive their powers?
   a. Explain the meaning of the phrase "Consent of the governed."
   b. Tell how the governed give their consent.

GETTYSBURG ADDRESS

Four score and seven years ago our fathers brought forth on this continent a new nation conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we can not dedicate -- we can not consecrate -- we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

The Preamble

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. --

A Declaration of Rights

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. --

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organize its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

114

Students will differentiate between procedures of the juvenile and adult court systems, as well as the laws which govern each. (103) (P, V)

Secondary Social Studies

TITLE: Adult and Juvenile Courts

TOPIC: Law-Related Education

TIME SEGMENT: 1 class period

317-714 (103) D

INSTRUCTIONAL OBJECTIVE:

Students will differentiate between procedures of the juvenile and adult court systems, as well as the laws which govern each.

MATERIALS:

EVALUATION:

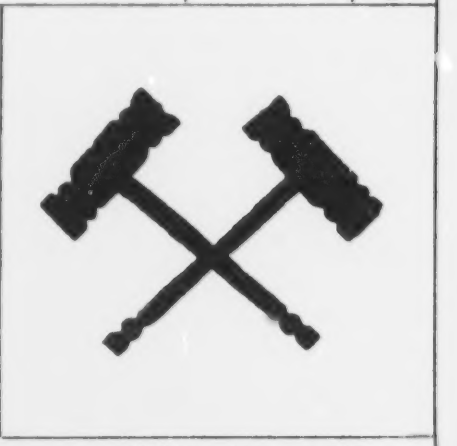
The students will demonstrate their understanding of the adult and juvenile courts by taking notes of the symposium to the satisfaction of the teacher.

ADAPTATIONS:

If resource people are unavailable, the information could be researched and written up.

PROCEDURE:

To the teacher:



1. Before the symposium is held, provide the students with a background for it through selected reading and class discussion.

2. Arrange for the classroom visitors well in advance. Invite two people connected with the courts to form a symposium to present statements to the students. One person should be a representative of an adult court and one of a juvenile court. Ideally, two judges should be invited to speak. If judges are not available other people connected with the courts who understand the operation of the courts may be asked to come. For example, attorneys or bailiffs.

3. Tell the visitors that the objective of the visit is to inform the students of the difference in procedures between the juvenile and adult courts and the differences in the laws that govern these two. Ask them to each prepare a statement of a certain length. (Specify the length that you wish), and tell them that there will be a question and answer period following the statements.

4. Hold the symposium. Act as moderator to keep things moving.

5. Allow for a question-and-answer period and be prepared with some questions if no questions are asked by the students.

6. Have the students take notes of the symposium including the question-and-answer period and hand the notes in for evaluation.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 11, 12, 13, 14, 27, 29, 34

PERIODICALS 2

KITS 23

SIMULATION GAMES 4

VIDEO CASSETTES 2

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

Teacher: _____

Students will differentiate between civil and criminal law. (103) (P)

Secondary Social Studies

TITLE: Civil and Criminal Law

TOPIC: Law-Related Education

TIME SEGMENT: 45 minutes

317-715 (103) D

INSTRUCTIONAL OBJECTIVE:

Students will differentiate between civil and criminal law.

MATERIALS:

Teachers Information Sheet
Student Information Sheet
(Masters included)
Pen/pencil
Paper

EVALUATION:

Study and role play exercise, plus analysis by students will indicate students' ability to differentiate between civil and criminal law.

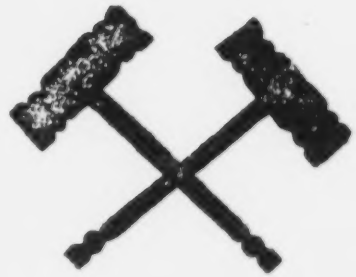
ADAPTATIONS:

The case studies could be read by each student, and a paragraph could be written telling if the case is a civil suit or a criminal suit and why the reasons for choice.

PROCEDURE:

To the teacher:

Discuss with the class the definitions of civil and criminal law. Tell the students to use these definitions as a guide in determining whether the following cases are civil or criminal in nature.



For each case, choose students to role play. Have students dramatize or pantomime each incident and have the rest of the class decide whether it is a civil or criminal offense.

By a show of hands have those in class indicate civil or criminal.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 14, 27, 29

PERIODICALS 2

KITS 2, 11

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS 1

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

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1. Mr. Jensen's and Mrs. Ponder's dogs were fighting. Mrs. Ponder used her broom to try to break up the fight. Mr. Jensen was standing too close to her at that moment. Her swing caught him just over his left ear. Mr. Jensen sued Mrs. Ponder for negligence.

2. Mr. Jackson robbed a bank and wanted to get away fast. He hopped into a taxi owned by the Greeley Cab Company and yelled at the driver to take off. The driver was frightened and did as Mr. Jackson said, but after a few blocks, he slammed on the brakes, jumped out of the cab, and ran. The taxi stopped so quickly that Mr. Jackson was thrown into the front seat and sustained a painful whiplash. Mr. Jackson sued the Greeley Cab Company for negligence.

3. Ms. Graham was an employee of Gotham Mutual Savings. Over a two year period, she embezzled $25,000 . At that point she resigned her job and left town. Six months later, the loss was discovered. Ms. Graham was found and arrested. A charge was brought against her.

4. Mr. Pritchard sent out letters advertising a five dollar book guaranteed to tell the reader how to extract gold from common paper. One thousand people sent in their five dollars. No books were received by these people and enough of them complained that a suit was brought against Mr. Pritchard. He was charged with fraud.

5. Two cars filled with teenagers were driving at a slow speed, side-by-side, down a state highway. Dr. Teeples, hurrying to an emergency, repeatedly honked and motioned for the cars to speed up or pull over. The teenagers would not move out of the way. Dr. Teeples took the license numbers and reported the cars to the police on his CB. The drivers of the cars and the other occupants were arrested. A charge was brought against them.

Criminal Law A crime may be defined as an act or a failure to act which is forbidden by law and is therefore punishable by law. Criminal law describes those acts or failures to act that are crimes and sets down the penalties or punishments for those crimes. A criminal suit is brought against a person or organization by the state or the federal government. (example: The State of New Mexico vs Edwin Arcaro)

Civil Law deals with private arguments or transactions between people or businesses that do not involve crimes. Civil laws set down actions people can take if they feel they have been dealt with unjustly by other persons, businesses, or by the government. Civil suits are usually between individuals or businesses (example: Peters vs Smith) rather than being brought by the state or federal government against individuals or businesses.

Students will indicate the most likely consequence a person would face when a citizen abuses a right. (205)
(P, V)

Secondary Social Studies	TOPIC: Law-Related Education	317-716 (205)
TITLE: Vandalism	TIME SEGMENT:	D

INSTRUCTIONAL OBJECTIVE:

Students will indicate the most likely consequence a person would face when a citizen abuses a right.

MATERIALS:

Student Activity Sheets Pages 1-5
Student Question Sheet
Teacher Information Sheet
(Masters included)

EVALUATION:

Students will indicate by completion of Student Question Sheet, by class discussion, and by role-playing their understanding of the most likely consequence a person would face when a citizen abuses a right.

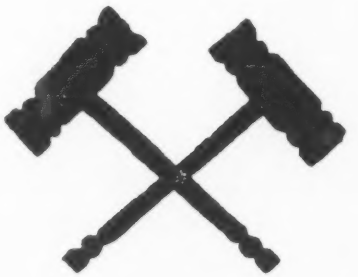
ADAPTATIONS:

Case study
Role-playing

PROCEDURE:

To the Teacher:

1. Distribute copies of Student Activity Sheet to class members.
2. Have students read the materials.
3. Distribute Student Question Sheet.
4. Have students answer the questions.
5. Guide class discussion about the case. Encourage students to convey their feelings about vandalism.
6. Optional - Assign students enclosed role-playing situations to act out. Class could evaluate each situation.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 1, 6, 7, 10, 25, 26, 33

PERIODICALS 2

KITS 9, 16

SIMULATION GAMES

VIDEO CASSETTES 4

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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The Case

Officer Rainier arrived at Seagraves School just after eight o'clock on Monday, the 28th of November. Together, he and the principal, Mr. Avila, surveyed the damage.

"See where they came in through the window," Mr. Avila said. "This is the band room. We've inventoried the equipment. There doesn't seem to be anything missing except some petty cash Mrs. Nelson had left in her drawer."

Officer Rainier noted the statement in his book. He picked his way through the bent music stands and dented instruments. Pieces of sheet music was strewn on the band room floor.

"What a waste," said the principal. "Look at all those expensive instruments. It will be so costly to have them repaired. We had these instruments so the students could rent them for a nominal cost. Now some who love music won't be able to afford to play in the orchestra or band."

"Yes, and music is so expensive these days. What would you estimate is the extent of the damage?"

"Mrs. Nelson and I have talked about it. We guess the damage must be about six thousand dollars. I'd say it would be at least that. See, they've even destroyed our synthesizer. I don't know if that will be repairable."

Just then Miss Soo, the secretary, entered the room. "There's a student who needs to see you, Mr. Rainier. She says it's really important."

"Thank you. Would you excuse me a moment officer," said the principal.

During Mr. Avila's absence, Officer Rainier made several more notes in his book. He then took out a small camera and took photos of the damage. He carefully photographed the room from several angles and had just finished when the principal returned.

Mr. Avila handed Officer Rainier a piece of paper that contained the names of two boys. He shook his head. "These boys are both students at Seagraves. That's what the student wanted to see me about. She's one of the

members of the band. She said these were the ones who caused all this damage."

"We'd better talk to her," Officer Rainier said, putting his notebook in his pocket.

Anne Crenshaw was brought to the principal's office. There she told her story. She and a friend had been walking on the school grounds on Sunday afternoon. They had heard the sound of breaking glass. They had looked around until they had found the smashed window of the band room and had looked inside. They had seen the two boys. She had known both boys. She had not known quite what to do and had said nothing to her parents. When she arrived at school this morning and had seen the damage, she had realized she had no choice but to tell what she knew.

A check at the attendance office revealed that Jim Edwards, one of the boys, was in school. The other Jason Hamblin was not. Mr. Avila sent for Jim and when he arrived introduced him to Officer Rainier.

Mr. Avila invited Jim to sit down and then explained that he knew that Jim and his friend Jason were responsible for the damage in the band room. Jim started to answer, but Officer Rainier stopped him. He explained to Jim that anything Jim said could be used against him. He explained that Jim did not have to make any statements and that if he wanted an attorney he could call one, or if he could not afford one, an attorney would be provided.

Mr. Avila asked if Jim understood what Officer Rainier was saying.

Jim indicated that he did, but denied being responsible for the vandalism. "The first I knew of it was when the kids told me when I got to school," he said.

"Well, replied Officer Rainier, despite what you say, I'm placing you under arrest, Jim. I'm going to call your parents.

"Oh no!" You won't have to tell my mother, will you?"

"I'm afraid I'll have to, Jim. It's the law." I don't think you'd better say anything else just now."

"No, you don't have to worry. I know what my rights are. I'll tell you the whole thing. It was Jason and me.

We thought it would be smart to break in and take something. Then we thought we'd just look around, but then I knocked over a music stand, accidently, I kicked it, and it bent, and then Jason did the same thing. Then it got to be a game. He'd smash something, and then I would. We'd just stand and watch each other and laugh.

"Do you feel like laughing now?" Asked Officer Rainier.

Jim shook his head. "We just didn't think. We got carried away and didn't think of how it would be on Monday morning. We really didn't mean any harm."

Officer Rainier made his call to Jim's mother. He informed her of the situation and said he was taking Jim to Juvenile Hall.

That night, after supper, Officer Rainier called at Jason Hamblin's home. He introduced himself to Jason's father and explained the reason for the call.

"Vandalism? You say Jason is involved? I don't like the sound of that" Come in and sit down. I hope you're wrong." Said Mr. Hamblin.

Mr. Hamblin called Jason and Mrs. Hamblin into the living room.

"Jason and Jim Edwards were seen inside Seagraves school on Sunday afternoon. There were two witnesses," Officer Rainier stated.

Mrs. Casey looked sick. "Is that true, Jason," she asked shakily.

Before Jason could answer, Officer Rainier interrupted. He told Jason his rights. He explained that he was placing Jason under arrest, as he had Jim. "We're going to suggest that both you and Jim be petitioned to Juvenile Court. That means that you will have a hearing. The court will be able to look at the evidence and question the witnesses.

Your parents, in this state, can be held liable for damage to school property. Mr. Avila says that there was

about six thousand dollars worth of damage done. That means your parents may have to pay back as much as three thousand dollars to the school district.

"But wait, Officer," Mr. Hamblin said. "I don't understand something. Why does Jason have to be arrested if we have to pay damages,

Officer Rainier explained that both civil and criminal law was involved. "The damages you may have to pay would be in response to a civil suit the school could bring against you. Even though you were to pay the money, the state could still hold Jason and Jim responsible for their own offenses. I'm arresting Jason for burglary and malicious mischief."

"The law is concerned with a person's intent as well as what he actually does. When Jim and Jason broke into the school they evidently planned to take something. True, they changed their minds when they got in, but that doesn't change the situation. Their reason for entering was to do something unlawful. The crime of burglary was complete as soon as they set foot in the school, even before they had taken anything, although apparently they did steal a small amount of money.

Mr. and Mrs. Hamblin nodded their heads in understanding.
"But in this case, it seems the damage the boys did was really much worse than burglary."

"That's certainly right," Officer Avila agreed. The money was just a few dollars. However, they destroyed property worth thousands of dollars. That's why we have laws against malicious mischief."

"You haven't said anything, Jason. Is all that Officer Rainier says true," asked his dad.

Jason could hardly look his dad in the eye. At last he said, "Yes. It's true. I was so scared I couldn't stand to go to school today. I knew what would happen. Tears came to Jason's eyes. I don't want to be arrested, Dad. Do I have to go with him?"

Officer Avila rose. "I'm afraid, Jason, that your parents don't have any say in the matter. I don't either, actually. When something is this serious, it's my responsibility to arrest you and let the court deal with the matter.

"I just didn't think we were doing that much damage." Jason explained.

Officer Rainier smiled sadly. "That was just about what Jim said. He didn't think. That's often how things happen. People don't stop and think. Did you give a thought, for example about whose property you were destroying?"

"No," Jason replied. "It belonged to the school, I guess."

"That's what's so sad. It was your own property you destroyed. The school and everything in it belongs to you and your parents, and me and everyone in the school. It belongs to all of us and we are responsible for its care. The reason there are laws is to make sure people live up to their responsibilities. That's the reason, Jason, that you have to come with me now."

Secondary Social Studies TITLE: Vandalism	TOPIC: Law-Related Education	Student Question Sheet	317-716 (205) D

To the student: Answer the following questions on the Case Study.

1. For what reasons do you think Jason and Jim destroyed the equipment in the band room?

2. What did Officer Rainier mean when he said that Jim and Jason had destroyed their own property?

3. Do you think Jim and Jason and their parents should pay for the damage to the school?

4. In your opinion, what should the Juvenile Court do with Jim and Jason?

5. What do you think can be done to prevent school vandalism?

Secondary Social Studies TITLE: Vandalism	TOPIC: Law-Related Education	Teacher Information Sheet	317-716 (205) D

Role playing situations

1. 2 students.
   You lose your A in biology because your teacher has accused you and another person of collaborating on test answers. You are determined to get even.

2. One female and parent.
   You have just had an argument with your parents over getting in too late from a date. You have been grounded for the dance this weekend. You feel your parents are not treating you as an adult. What can you do to express your anger?

3. Males and females, mixed.
   You are with a group of friends. You see some other kids trying to tip over a compact car. What do you do?

4. 4 or 5, mixed group.
   You are dragging Main Street, on a weekend night. A car bumps into the back of you. What do you do?

5. Three males.
   There is an empty school building down the block. It has been sold and all the equipment has been transferred. One of the front windows has been broken. As you walk by one of the kids says, "Let's see how good a shot you are. Stand here and see if you can knock out that pane."

6. 2,3 females.
   You are suspended from school for playing a harmless but embarrassing joke on a teacher.
   You plan to get even with the teacher for reporting you.

7. Use your imagination to make up your own situation.

Students will list the basic elements in a contract.
(103) (P)

Secondary Social Studies TITLE: Contracts	TOPIC: Law-Related Education TIME SEGMENT: 20-30 minutes	317-717 (103) D

INSTRUCTIONAL OBJECTIVE:

Students will list the basic elements in a contract.

MATERIALS:

Student Activity Sheets Pages 1, 2
Answer Key under "To the teacher"

EVALUATION: The students will demonstrate their understanding of the basic elements of a contract by thinking through a case involving a contract, making a judgment on the case, and comparing their judgments with the actual judgment. This shall be done to the satisfaction of the teacher.

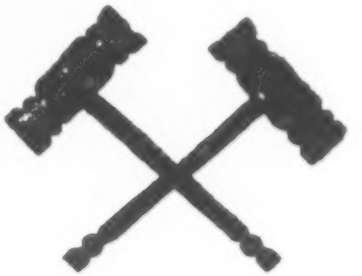
ADAPTATIONS:

This activity could be done with the group as a whole, with the case being read aloud.

PROCEDURE:

To the teacher:

1. Through selected reading and discussion the students should be ready to learn about contracts.
2. Duplicate enough Student Activity Sheets for the students participating.
3. Assign the Student Activity Sheet.



Answer Key: In the actual case, the state supreme court found Gould guilty of breach of contract. The reasoning was that by shipping the combine within a reasonable time, (2 days) the company accepted his order. In legal terms, Gould's offer invited acceptance by the act of shipping the machine. The factory did exactly what Gould had wanted. Once the combine was on its way, the order was legally accepted. After that, Gould could not legally cancel it.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 14, 27, 29

PERIODICALS

KITS 2, 12, 18

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Student: _____

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Teacher: _____

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Secondary Social Studies TITLE: Contracts	TOPIC: Law-Related Education	Student Activity Sheet	317-717 (103) D

To the Student:

1. Through selected reading and discussion you should be ready to learn about contracts.

2. A contract is a promise made between two or more people which the law will enforce. It means that there has been an offer to do or not do certain things and an acceptance of the offer.

3. With this in mind, read the following case and decide how you would judge it.

Threshwheat Gould was a soybean farmer. He had a huge farm and right in the middle of harvest his combine, the machine that harvests soybeans, broke down. The replacement parts would have taken eight weeks to receive. Not only that, the machine was so old that Threshwheat decided that it would not be worth fixing. He was really concerned. The beans had to be harvested. Gould dashed into town, went to the combine dealer, and said that he wanted the best used combine there was available.

"You've got to be kidding, Mr. Gould," the dealer said. "Everyone is in the middle of harvest and all combines to be found are in use."

Mr. Gould left and told the dealer to order him a new machine in that case. He couldn't have his soybean crop ruined. The dealer immediately called long distance to the factory that produced the combines, within two days the combine was shipped out. Before it arrived though, Mr. Gould sent a telegram to the factory. "Cancel order for combine. Delivery date is now past due." The combine arrived a few days after that and Mr. Gould refused to accept it. The combine company sued Gould for breach of contract.

At the trial Mr. Gould's attorney examined him after he was sworn in. He asked Mr. Gould why he had refused delivery of the combine. After all, he had been eager to get a combine at the time he placed his order. Mr. Gould said that the dealer had never notified him that the company could fill the order. He claimed that they had left him dangling, uncertain as to whether or not he would ever get the combine. During this time of not knowing what to expect Mr. Gould said that he was able to find a used combine to buy. He said that it had been absolutely necessary to get the soybeans harvested, so he had been working with his newly-acquired second-hand machine.

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The argument of Mr. Gould's attorney was that there had never been a contract because the combine company had not notified Gould that they had accepted his offer. When he had not heard anything by the third day after the order, he telegraphed his cancellation. Therefore, since a contract had not existed, Gould could not have broken it.

4. On a separate piece of paper, write down how you would judge this case. A very similar case has been through the courts. For the judgment on the case, check the Answer Key. Your teacher has it on the first page of this activity.

5. Compare your judgment with the actual judgment. In a sentence or two tell how close your judgment came.

6. Put your paper in the place designated by your teacher.

Students will identify and evaluate the rights that are protected by the Constitution and the Bill of Rights. (402) (P, V)

Secondary Social Studies TITLE: I Demand my Rights	TOPIC: Law-Related Education TIME SEGMENT: 45 to 55 minutes	317-718 (402) D

INSTRUCTIONAL OBJECTIVE:

Students will identify and evaluate the rights that are protected by the Constitution and the Bill of Rights.

MATERIALS:

Student Information Sheet (Master Included)
Pen/pencil
Paper
Copy of Bill of Rights

EVALUATION:

Successful completion of student information will indicate students' ability to identify and evaluate the rights that are protected by the Constitution and the Bill of Rights.

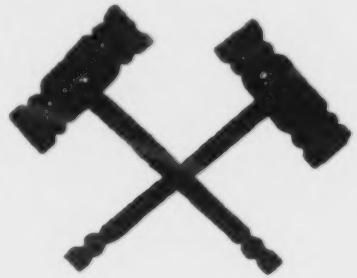
ADAPTATIONS:

This activity could be adapted to a group exercise. Have a student list on the board, rights suggested by other students. Students can then prioritize the list and compare it to the rights set forth in the Constitution and the Bill of Rights.

PROCEDURE:

To the Teacher:

Have students read the U.S. Bill of Rights and complete the activities. Follow the directions on that sheet.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 1, 3, 6, 7, 9, 10, 20, 25, 26, 33

PERIODICALS 2

KITS 4, 9, 16

SIMULATION GAMES 3

VIDEO CASSETTES 4

FILMSTRIPS 8, 9, 10

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: I Demand my Rights	TOPIC: Law-Related Education	Student Information Sheet	317-718 (402) D

For the past twenty or so years, there has been a great emphasis on individual rights. People have marched, demonstrated, fasted, and fought to gain their rights. Individuals and groups have demanded that they receive their rights. Children have begun arguments with the words: "I have the right to...." Those who have been arrested have had a list of their rights read to them to make sure they understood about the things to which they are entitled.

The word rights is so common it is often used without thinking. People who use it often have no clear idea of what things make up their rights.

When the colonies united to become a new nation, people were well aware of the things that made up their rights. Prior to that time, many rights had been denied to them. Other rights which they had been promised, as English citizens, had been infringed upon.

The people wanted to make sure such conditions did not occur again. To assure the maintainance of the rights of U.S. citizens, the Bill of Rights was written. This bill, which makes up the first ten amendments to the Constitution, spelled out some of the rights that were guaranteed by the Constitution.

Think over the freedoms that allow you to enjoy life, liberty, and the pursuit of happiness. Think what your life would be without these rights.

On your own paper, compose your own Bill of Rights. When you have finished, compare it with the first ten amendments to the U.S. Constitution. How many rights are the same? How many are different? Are there some listed in the Constitution that did not occur to you? Perhaps since you have always enjoyed those rights, you have been taking them for granted. Write a paragraph comparing your Bill of Rights. List those rights set out in the U.S. Bill of Rights that you did not include in your own Bill.

Students will identify alternative viewpoints, interests and values of a legal and political issue. (402) (P, V)

Secondary Social Studies

TITLE: Parents and Children

TOPIC: Law-Related Education

TIME SEGMENT: 40 minutes

317-719 (402)

D

INSTRUCTIONAL OBJECTIVE:

Students will identify alternative viewpoints, interests, and values of a legal and political issue.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Case

EVALUATION:

Successful completion of the Student Activity Sheet will indicate student's ability to identify alternative viewpoints.

ADAPTATIONS:

Divide into small groups to discuss case - have a chosen spokesman give groups decision to class.

Divide in two groups and conduct a class debate.

Value line - students express their opinions on the rights of the child as opposed to the[illegible] the parents.

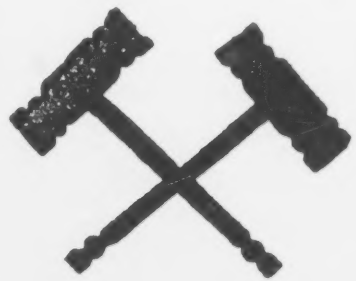
PROCEDURE:

To the teacher:

1. Before this activity is assigned provide a background for it through reading and class discussion.

2. Duplicate enough Student Activity Sheets for students participating.

3. Assign the activity.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 4, 11

PERIODICALS 2

KITS

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Parents and Children	TOPIC: Law-Related Education	Student Information Sheet	317-719 (402) D

Under the law, parents have responsibilities toward their children. Legally, they are required to provide support and care for each child. Giving care and support means providing the food, clothing, and shelter necessary for the well-being of the child. In addition to physical support and care, parents are expected to provide for their children's emotional needs. They are required to furnish a healthful, moral environment and to exercise supervision and control of their children.

Fortunately, the love a child receives is not determined by the amount of money his parent has. It is expected that parents will provide the stability, love, and emotional support a child needs to develop and grow properly.

All parents are required, by law, to give their children the supervision they need, and to exert the control necessary to see that their children become good citizens. Sometimes the parents or the children fall short. When children under the age of 18 to 21 (depending on the state) break the law, their parents are liable for the damage that is done. That is, if a child steals or destroys property, the parents may have to pay for the damage that has been done.

As in any partnership, children have some legal responsibilities. Children are required to obey their parents. Since parents are responsible for their supervision and control, the children must do as they are told.

Naturally, a child is not expected to do something illegal or dangerous, but in the average, everyday living, they must obey.

Children are also required to work for their parents without pay or to turn over any earnings they might receive to their parents, if their parents require them to do so.

These obligations, when stated in legal terms sound somewhat cold and harsh. They are spelled out to help people live up to their responsibilities. When the rules are tempered with love, concern, and respect, they become a family system that has worked quite well for many years.

Secondary Social Studies TITLE: Parents and Children	TOPIC: Law-Related Education	Case Study	317-719 (402) D

Case

Jenny, age 15, is a sophomore at Sumner High School. She and her ten year-old brother, Michael, live with her parents Grant and Ethel James. Jenny is a good student. She is involved in school government and is on the tennis team.

Jenny has some responsibilities at home. She makes her bed each day and cleans and maintains her own room. Since Ethel has a part time job, Jenny watches her younger brother from 4:00 until 5:30 on the days their mother works. For this service Jenny receives seven dollars a week. She helps her mother with the dishes each evening, for which she does not receive any extra pay.

Jenny and her family love each other and get along very well. About the only disagreement Jenny has with her parents is over her friendship with Mark.

Mark is in Jenny's class at school. His father died when he was 4. His mother recently married. Her husband seems to have a good relationship with Mark. Mark has little interest in school. He usually cuts classes once or twice a week. He has few friends and is often involved in fights.

Ethel and Grant feel that Mark is not a good influence on Jenny. They have told her she cannot associate with him. Jenny feels it is not fair for her parents to tell her who she can choose for a friend.

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Secondary Social Studies TITLE: Parents and Children	TOPIC: Law-Related Education	Student Activity Sheet	317-719 (402) D

1. Read Student Information Sheet.

2. Study the enclosed case.

3. On your own paper, answer the following questions.

    1. Were Ethel and Grant over reaching their legal rights as parents by telling Jenny she could not associate with Mark?

    2. Give arguments to support Ethel's and Grant's position.

    3. If she were to ignore her parents direction about ending her friendship with Mark, would Jenny be within her legal rights?

    4. Give arguments to support Jenny's position.

    5. Copy the statement that comes closest to your opinion of the case. Then tell why you chose that statement.

        a. Children should have the right to choose their own friends most of the time.

        b. Children should have the right to choose their friends some of the time.

        c. Children should have the right to choose their friends all of the time.

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Students will describe the limits of the legal process.
(111) (P, V)

2.7

Secondary Social Studies TITLE: Limits of the Legal Process	TOPIC: Law-Related Education TIME SEGMENT: 20 - 30 minutes	317-720 (111) D

INSTRUCTIONAL OBJECTIVE:

Students will describe the limits of the legal process.

MATERIALS:

Student Activity Sheets Pages 1, 2
(Masters included)
Answer key under "To the teacher"

EVALUATION:

The students will demonstrate their understanding of the limits of the legal process by making a judgment on a case that points out the objective. The students will then compare their judgment with the actual judgment of a similar case. This shall be done to the satisfaction of the teacher.

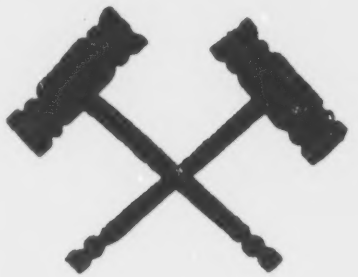
ADAPTATIONS:

This activity could be done with the group as a whole, with the case being read aloud.

PROCEDURE:

To the Teacher:

1. Through selected reading and discussion the students should be given a background for this activity.
2. Duplicate enough Student Activity Sheets for the students participating.
3. Assign the Student Activity Sheet.



Answer Key: The court decided in Clarissa's favor. The reasoning was that while famous people have less right of privacy than others, they still retain the right to have their names and pictures protected from unauthorized commercial use. In this case Clarissa's right of privacy had been invaded.

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Possible Additional Resources:

See Annotated List of Resources

BOOKS 11, 14, 29

PERIODICALS

KITS 12

SIMULATION GAMES 3

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Limits of the Legal Process	TOPIC: Law-Related Education	Student Activity Sheet Page 1	317-720 (111) D

To the student:

1. Through selected reading and discussion, you should have a background for this activity.

2. It has been affirmed through numerous court decisions that people are entitled to privacy. The question is how much privacy. May a public figure reasonably demand that nothing be written about him? May he expect exactly half of his actions to appear in print? Because he is famous can he be allowed privacy only one-fourth of the time? There are limits to the legal process. There are some generalities that are accepted, such as the right to privacy, but each particular case must be judged on its own merits because this right cannot be described in details that will apply to every situation.

3. With this in mind, read the following case and decide how you would judge it.

> Leon Fribble was the owner of a small television station. His station had been granted the right to televise the state beauty pageant. Leon was eager to get Clarissa Hebe, the state's contestant two years before who had gone on to win the national title to act as the commentator for the show. Clarissa's response was lukewarm. Perhaps she would agree to it, but she had a very busy schedule. Maybe if the offer were large enough, she would accept. She would let Leon know.
>
> The date was fast approaching and it came time to run the ads for the show. Leon had not heard from Clarissa, but he announced that she would be guest commentator on the show for his station. Leon put out press releases and even ran Clarissa's picture. Then Leon discovered that he could get another beauty queen who would do the broadcast for much less money than Clarissa would demand. The second beauty queen was hired and Clarissa was enraged. She promptly filed suit against Leon for invasion of privacy.
>
> In testimony during the trial Leon said that he thought that Clarissa's hesitance in accepting the offer was designed to make him raise the amount of money he would pay, but he said that he thought that ultimately she would accept it. Leon admitted that he did not have Clarissa's permission to use her name and photographs in his advertising campaign but, he pointed out, she was famous. Her picture and name were in the papers and magazines all the time. Leon thought that it would not matter and, in fact, had been good publicity for her.

Clarissa's lawyer said that her right to privacy had been invaded. He claimed that actually, Clarissa's reputation had been injured by having been replaced by another beauty queen after Clarissa had been advertised as the commentator. He said that Clarissa should be awarded compensation for the damage.

4. If you were the judge what would you decide?

5. On a separate piece of paper, write down how you would judge this case. A similar case has been through the courts. For the judgment on the case, check the Answer Key. Your teacher has it on the first page of of this activity.

6. Compare your judgment with the actual judgment. In a sentence or two tell how close your judgment came.

7. Put your paper in the place designated by your teacher.

Students will list the rights and responsibilities of a consumer. (103) (P, V)

Secondary Social Studies	TOPIC: Law-Related Education	317-721 (103)
TITLE: You, the Consumer	TIME SEGMENT: Flexible: Depending on number of activities attempted	D

INSTRUCTIONAL OBJECTIVE:

Students will list the rights and responsibilities of a consumer.

MATERIALS:

Student Information Sheet
Student Activity Sheets Pages 1-12 (Masters Included)
Paper
Pen/pencil

EVALUATION:

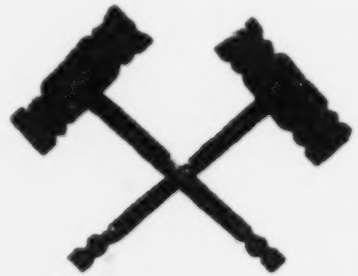
Successful completion of some or all of the Student Activity Cards will indicate student's ability to list the rights and responsibilities of a consumer.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Read the Student Information Sheet.
2. Choose some or all of the Student Activity Cards and complete as directed on the individual card.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 27

PERIODICALS

KITS 1, 18

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: You, the Consumer	TOPIC: Law-Related Education	Student Information Sheet	317-721 (103) D

Everyone uses products and services. Everyone is a consumer. At one time, consumers made just about everything they used. Gradually society became more complex and people began to depend more and more on others for needed goods and services. Today we rely primarily on large businesses for the products we use.

During simpler times, when the market place was more personal, a verbal guarantee of quality between the producer and consumer was all that was needed. Today, most companies provide written warranties that guaranty, for a specified period of time, the quality of the product. Also warning tags, for the protection of the consumer, are found on many products such as electrical appliances.

Because of the complexity of modern society, government has assumed many responsibilities for the protection of consumers. It sets regulatory standards and licenses such people as barbers, beauticians, accountants, doctors, lawyers, plumbers, teachers, and electricians. The licensing is done in an attempt to regulate the quality of the service provided. In addition, government has enacted laws to protect the public in areas such as food, drugs and credit.

Consumer protection is not just the responsibility of government and producers. It is also the responsibility of consumers. Consumers must exercise "reasonable care." They must be cautious about arrangements that offer something for nothing. Fine print of agreements and contracts should be carefully read. Questions should be asked and answers carefully listened to. Contracts should not be signed without knowing or understanding their content.

Consumers must also exercise care in the use of products. It is unreasonable to expect producers to replace a product that has been carelessly damaged. Consumer protection is a two-way street. Both the consumer and producer must act honestly and responsibly.

Secondary Social Studies TITLE: You, the Consumer	TOPIC: Law-Related Education	Student Activity Sheet Page 1	317-721 (103) D

Most new products that are sold have some kind of guaranty or warranty. A guaranty or warranty is a form of promise from the maker of the product to the buyer. The maker promises the buyer that the new product will work the way it is supposed to work. The words guaranty and warranty mean the same thing. Warranties usually apply to new products, from hair dryers to cars. Guaranties most often apply to services, such as car or house repairs, or cleaning services. Both are promises that have the form of contracts between the maker and the buyer.

Usually warranties on new products are called limited warranties because the maker promises only certain things for a certain time. For example, a limited warranty on a new toaster lasts for one year after the toaster is bought. The warrantor promises to fix or replace the toaster if it stops working. It will not fix or replace it if it is dropped or put under water, or used in the wrong kind of wall plug. The warranty covers, or protects, the buyer from defects in the product that are the maker's fault. If this toaster stopped working for no reason after six months, the maker would have to fix or replace it.

Here is an example of a limited warranty for a tape player. Read it carefully and then answer the following questions using this warranty:

Limited Warranty

The Play-Mor Company warrants this tape player for one year from the date it is bought. Play-Mor will fix or replace this product if there are defects in how it is made. This warranty does not cover the following:

- Batteries, or damage from leaking batteries
- Damage from incorrect use
- Damage from getting the product wet or filled with dirt or sand
- Damage from using this product in the wrong type of electrical outlet
- Tapes that may be broken

If you need warranty service, return the product to the place it was bought. Or send to:

Play-Mor,
123 A Street
Playtown, USA 23456

Application

1. How long is this tape player covered?
2. Are the batteries covered?
3. Are broken tapes covered?
4. What is covered?
5. If the player is damaged by water, is it covered?
6. What should you do if you need warranty service?

Put your completed paper in the place designated by your teacher.

One Step at a Time

Being a smart consumer means using your common sense to get the most for your money. A smart consumer uses a budget to plan purchases, reads reports on products, checks ads, is a comparison shopper, and reads and keeps owner's manuals and warranties. These are tools for making the decisions that all consumers make when buying, and then using products or services. There is a step-by-step process involved in buying any product. Smart consumers think through each step before making decisions. The following story shows this step-by-step process in buying a car tape player:

Tom had just bought his first car. The car's radio worked only for one station. Tom wanted to buy a tape player for his car. Tom had $100.00 he had saved to buy the car but had not used. He decided to use this money for a tape player and speakers. He wanted a cassette tape player for his car since he had a cassette tape player on his home stereo. He asked friends which tape players were good and also read a consumer testing book that listed the best models. Two models were rated "excellent" by the consumer book and his friends. Tom checked the newspaper ads and found two stores that were selling these models. The two models were the "Clear Sound" and the "Music Man" cassette tape players. In stereo store "A" Tom listened to both tape players and decided he liked the "Clear Sound" model better. Stereo store "A"'s price for "Clear Sound" was $60.00. The speakers Tim liked best cost $35.00 per pair. Stereo store "B"'s price for this tape player was $65.00, and the same speakers cost $45.00 per pair. The prices at store "B" included "free" installation of the tape player and speakers in Tom's car. Tom asked to see the owner's manuals for the tape player and speakers. Both manuals gave simple instructions for installing the products. Since Tom had the tools required and a friend who worked in a stereo store, he decided to install the car stereo and speakers himself. He bought the "Clear Sound" tape player and speakers at store "A". Before he left the store, he opened the boxes and checked for damage or missing parts. He used the owner's manuals when he installed the tape player and speakers. He read through all the information in both manuals and then kept the manuals in his car's glove compartment.

The step-by-step process Tom followed may not seem easy, but it isn't easy to earn money either. Consumers have the right to be careful and to get the most for their money.

Application

Read the story again carefully and answer the following questions:

1. How much did Tom decide he could spend on the tape player and speakers?
2. What kind of tape player (not brand or model) did he decide to buy? Why?
3. How did Tim decide on the two models to look for?
4. Compare the prices at store "A" and store "B". Was installation at store "B" really "free"? If not, how much did it cost?
5. How did Tom know how to install the tape player and speakers?

Put your completed paper in the place designated by your teacher.

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Use Your Head

Everytime you purchase a product or service you are making decisions as a consumer. The same basic decision-making process applies to purchases as small as a package of gum, as to purchases as large as a refrigerator. Smart consumers use their common sense and the resources that are available to them when making decisions. Budgets are used to plan and organize purchases; while consumer testing reports in books and magazines can recommend which products to buy--and which to avoid. Comparison shopping involves finding the most for your money; ads can be used to compare prices and inform consumers about sales or new products. Warranties list your rights as an owner of a new product; and owner's manuals explain how to use and care for products. The process of being a smart consumer involves using all of these resources on a step-by-step process in purchasing a refrigerator.

Jennifer was moving into an apartment which had no refrigerator, so she needed to purchase one. She decided to buy a new refrigerator because good used models were difficult to find, and new models cost much less to operate than older ones. She knew that a refrigerator can last more than ten years, so she decided to purchase a medium-sized model that would be large enough for a small family. She had saved $500.00 which she was willing to spend on a refrigerator. She went to the college library where she read several consumer testing books about appliances. Two models were recommended as energy-saving refrigerators which usually needed few repairs. Both models were 17 cubic foot, frost-free refrigerators with a fresh food and a freezer section. She checked ads in both newspapers and the telephone book. There were no sales, but several stores sold the models she was looking for. The lowest price she found for Model A was $480.00, which included delivery to her home. The lowest price she found for Model B was $455.00, which also included delivery. Each refrigerator tested in the consumer books listed the average cost of running it per month. Model A would cost $4.25 per month, while Model B cost $7.50 per month.

Jennifer decided to purchase Model A, since the difference in price would be more than made up in just one year by savings on operating costs. When the refrigerator was delivered she checked it for damage and missing parts and made sure it worked properly. She read the owner's manual and filled in the necessary information on the warranty papers.

Application

Read the story again, carefully, and answer the following questions.

1. Why did Jennifer decide to buy a new refrigerator?
2. What size and type of refrigerator did she decide to buy?
3. How much money did she decide she could spend on a refrigerator?
4. According to the consumer testing books, how much would it cost to run Model A and Model B per month?
5. Which model did she buy, and for what price? Why did she choose this model?

Place papers in the place designated by your teacher.

USING CONSUMER RESOURCES

Everytime you purchase a product or service, you are a consumer. Consumers are involved in a process of making choices or decisions each time a product or service is purchased. Smart consumers use all the tools or resources available to make intelligent decisions that allow them to get the most for their money. Budgets are used to plan purchases; consumer test reports help identify quality products; ads tell of special sales; comparison shopping allows money to buy more; and owner's manuals and warranties help consumers get the most from their purchases. The process of being a consumer is a step-by-step process. The following story is an example of this process in purchasing a used automobile.

Alex wanted to purchase a used automobile he could drive to school and work. He has saved $1350.00 over the previous two years for the purpose of buying a car. He wanted a car that achieved good gas mileage and could be serviced easily. He read several consumer books on automobiles that listed cars which were "good buys" as used cars. He checked newspaper ads and local car dealers to check the prices for car models the books recommended. Based upon these recommendations and what he could afford to spend, he decided to look for a 1973 or 1974 "Bee Car". He checked ads from car dealers and "private parties" -- regular car owners.

He discovered that car dealers were asking $400 to $500 more for similar cars of the same model and year. He found two 1974 "Bee Cars" being sold by private parties, Car A for $1300--and Car B for $1350. Alex test drove both cars, and then took both cars to a mechanic he knew who checked them for damages and bad parts. Car A was in good condition except for a worn clutch which would cost $100 to replace. Car B was in nicer condition in terms of paint and tires, but needed a new engine, which would cost $650.

Alex decided to buy Car A, and to offer the owner $1200. The owner refused that offer, but said she would sell the car for $1250 if Alex could arrange to pay her that day. Alex agreed, and after they filled out sales and registration papers, Alex drove home in his "new" car. That night Alex read through the owner's manual. The following morning he made an appointment to have the car serviced and the worn clutch replaced.

Application

1. How did Alex plan to use the car? (What type of driving?)
2. How did he decide upon the model and years to look for?
3. Which car did he buy? Why?
4. How did he discover that Car B needed a new engine?
5. Where did he find Car A and Car B?
6. Based upon Alex's needs, and the cost of the car he bought, do you think it was small, middle-size, or large?

Put your completed paper in the place designated by your teacher.

SHOPPING COMPARATIVELY

When shopping to get the best buy for the money, many things influence a final decision. Some motives for buying may be rational, while others may be purely on an emotional basis. When shopping for specific items, it is necessary to keep checks and balances on when, what, and why you buy. Watch out for the emotional pressure to buy, which might appeal to curiosity, comfort, social pressure, ease in acquiring, pride, visual concerning such things as efficiency, economy, durability, dependability, nutritional value, etc. as you do comparative shopping.

Two people were walking along the cereal aisle of a supermarket. One person saw an attractive, brightly-colored package of cereal, put it into the cart, and went quickly on the way. The second person stopped, compared weight of contents and the price, and selected the cereal she considered the best buy.

A salesman called Mary first, and then Joan, and wanted to deliver a free gift as well as spend a little time to explain his product - pots and pans. Mary was so impressed with her gift, a slicing knife, that she listened intently. The salesman told her the girls were all buying the pans, not only for the wonderful way they cooked food, but also for their hope chests. This deal could only be offered to her at this time. Mary signed up excitedly because she would have the pans paid for in two years and she now had something for her hope chest.

Joan thought to herself, "People don't give you something for nothing. Beware of this salesman!" As he gave her the pitch, she became more suspicious. Then he told her she must purchase right now. She had been told that if someone says you can get this good buy at this time only or "it's now or never", that it is best to say "no". There must be time to think it over, or compare other pots and pans, both as to quality and price. Joan decided not to get the pans.

Advertised in the Sunday section of the paper was "Records and Tape Club - Get Free Tapes with Membership! Your responsibility is to buy only eight selections. Just send back each monthly notice if you don't wish to receive that selection - send in now!"

Jerry read the ad and was impressed. He had just purchased a new tape deck. What a neat way to build his library! When his first tapes came, he was delighted. The next month he forgot to send back the card, so he received a selection he didn't want. The next month's selection was one he really wanted,

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but he didn't have the money to pay for it. What should he do? He found a tape he wanted on sale at the store and bought it at about half the price it was offered in the record club. He was beginning to wonder about his decision, but he still had six selections to go, so he would have to live with it.

Tony had seen the same ad. He, too, had bought a new tape player and was anxious to build his library. He had noticed the ad appeared every now and then. He didn't need to make a snap decision. He checked the record shops and discount drug stores to compare prices of his favorite music. He watched newspaper ads for special tape sales in his area. He found he could make much better buys with much less pressure if he bought the tapes on his own.

Application

1. a. On what basis do you think the first person made the decision to buy the cereal? Explain.

   b. Which of these two people got the best buy for the money. Support your answer.

2. a. What aroused Mary's interest and pleasure in the pans?

   b. Tell how Joan could find out if the pan set was a good buy? Tell how you would compare price and quality of pans.

   c. Explain what methods the salesman was using in appealing to the girls to purchase the pans.

3. What are some of the things Jerry should have done before he signed up with the record club?

4. Tell about an experience you have had or know about where your emotions may have kept you from being a rational, comparative shopper.

When you are finished, put your completed paper in the place designated by your teacher.

CHOOSING A DOCTOR

Except in small towns or rural areas, the days when everyone went to the same friendly neighborhood doctor are gone. Choosing a personal or family doctor, in even a small city, can be a confusing, difficult task. Medicine is a highly specialized field and many doctors are specialists who limit their practice to a certain area of medicine. All doctors have been well trained, having completed years of medical school prior to receiving an M.D. degree. Doctors who possess an M.D. degree must also pass several tests before they receive a license to practice medicine from their state's board of medical examiners. Any licensed doctor may decide to specialize in any of the more than 20 medical specialties. However, each of the specialty groups has a specialty board which establishes standards for the training and experience of board certified specialists. A board certified specialist, such as a surgeon, has completed several years of special training beyond an M.D. degree and has passed several difficult tests in that area of specialization.

If you are satisfied with your present doctor, do not make a change, but if you are moving, or have no regular doctor, you need to make a consumer decision to find one. Friends or relatives may recommend doctors they are pleased with, or other doctors who may have treated you may recommend doctors. Many medical experts agree that if you have no recommendations to begin with, that a board-certified specialist in internal medicine, or an internist is a good choice for a personal or family doctor. An internist is trained to handle most problems and diseases. You can find the names of board certified internists in your area by calling your local medical association. Doctors may also advertise their specialty in a section of the "yellow pages" in the telephone book. Local hospitals may be able to refer you to a doctor. If you live near a medical school, you can call the school and ask for the names of doctors who are affiliated with the medical school. Doctors who are affiliated with medical schools as clinical faculty members, are chosen by the schools because of their skills and knowledge as practicing doctors.

As a medical consumer you have the right to know about a doctor's training and experience. You have the right to understand what the doctor decides, or prescribes for you or your family. You have the right to feel comfortable in dealing with a doctor, and to request that your condition and any treatments the doctor advises be explained to you. You have the right to be an informed patient, and true partner with a doctor and other health care professionals in your health care. Here are a few guidelines to use in choosing a personal or family doctor. Read them carefully and then answer the questions which follow.

Surgeons (doctors who regularly perform surgeries) are less desirable as personal or family doctors than board certified doctors who do not, because they may not be as readily available.

The way that a doctor's office is run can be an important factor in choosing a personal or family doctor.

Determine your special needs before choosing a doctor. Choose a doctor who will meet your needs.

Medical schools, medical associations, or others who recommend doctors can only recommend. You, the consumer, must decide.

A regular personal or family doctor is important so that you can have a doctor who knows you, your medical history, and your special conditions.

Application

1. If you feel it is important to choose a doctor who will make "house calls", should you choose a doctor who will not make "house calls"?

2. If you dislike the way a doctor's office handles patients' bills, or if you must wait long periods in the waiting room often, should you consider changing doctors?

3. Should you always choose a doctor who is recommended by a medical school?

4. Doctor A is a board-certified surgeon who performs several surgeries each day. He is frequently late for office appointments, and often seems in a hurry. Doctor B is a board-certified internist who does not perform surgeries. She is rarely late, and is happy to spend time answering patients' questions. Which doctor is more desirable as a personal or family doctor?

When you are finished, put your paper in the place designated by your teacher.

Students will know and value individual, societal, and constitutional rights. (111) (P, V)

259

Secondary Social Studies TITLE: Constitutional Rights	TOPIC: Law-Related Education TIME SEGMENT: 45 minutes	317-722 (111) D

INSTRUCTIONAL OBJECTIVE:

Students will know and value individual, societal, and constitutional rights.

MATERIALS:

Student Information Sheets Pages 1, 2
Student Activity Sheet
Copy of Bill of Rights (Masters included)
Pen/pencil
Paper

EVALUATION:

Completion of the Student Activity Sheet will indicate student's knowledge and value of individual, societal, and constitutional rights.

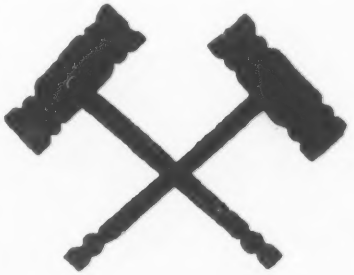
ADAPTATIONS:

This activity could be adapted to a class discussion format.

PROCEDURE:

To the Teacher:

1. Through class discussion and selected readings provide a background for this activity.
2. Duplicate enough Student Activity Sheets for the students involved.
3. Have students read the Student Information Sheet.
4. Assign students to complete the Student Activity Sheet.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 1, 3, 6, 7, 9, 10, 11, 25, 26, 27, 33

PERIODICALS 2

KITS 4, 9, 16

SIMULATION GAMES 2, 9

VIDEO CASSETTES 4

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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To the student:

The Declaration of Independence states that people are "endowed by their Creator with certain unalienable rights." It further states that some of these rights are "Life, Liberty, and the Pursuit of Happiness."

What some of the authors of the Declaration were saying was that each person is born with some rights that cannot be taken from him/her. The idea that is embodied by this statement took a long time to grow. For centuries people thought kings and rulers had all the power and that people had no rights. Slowly the idea of the rights of the people grew stronger. Men in Greek and Roman times, as well as Biblical teachings helped to promote the idea that people had rights.

When the U.S. became a nation, some felt that a strong central government would hinder the rights that had been fought for during the recent Revolutionary War. Some were reluctant to sign the Constitution and become states in the Union because these rights were not stated specifically in the Constitution. Finally it was agreed that a Bill of Rights would be drawn up. The Bill of Rights makes up the first ten amendments to the Constitution. The first eight of the amendments refer to specific rights held by the people. The last two serve to limit the power of the government so that other rights can be maintained.

UNITED STATES BILL OF RIGHTS

AMENDMENT 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the rights of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT 2

A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

AMENDMENT 3

No soldier shall, in time of peace, be quartered in any house without the consent of the owner; nor in time of war but in a manner to be prescribed by law.

AMENDMENT 4

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT 5

No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT 6

In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of the common law.

AMENDMENT 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT 9

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

AMENDMENT 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Secondary Social Studies TITLE: Constitutional Rights	TOPIC: Law-Related Education	Student Activity Sheet	317-722 (111) D

To the student:

1. Read the Bill of Rights.
2. On your own paper, list the individual rights set forth in the Bill of Rights.
3. Choose one article and describe a situation that could occur if that right was not guaranteed.

Students will understand how laws are changed. (103)
(P, V)

Secondary Social Studies

TITLE: How Laws are Changed

TOPIC: Law-Related Education

317-723 (103)

TIME SEGMENT: Dependent on agendas of law making bodies

D

INSTRUCTIONAL OBJECTIVE:

Students will understand how laws are changed.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The students will take notes of a lawmaking body in action. This will be done to the satisfaction of the teacher.

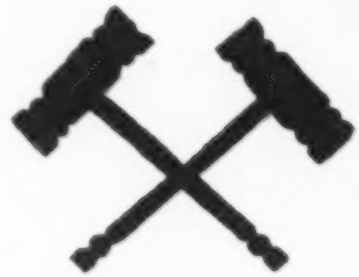
ADAPTATIONS:

If there is a petition currently being circulated in your community, have the students investigate the issue, examine the pros and cons, and write an analysis. Have the students take a stand on the issue if they wish.

PROCEDURE:

To the Teacher:

1. Through class discussion and selected readings provide a background for this activity.
2. Duplicate enough Student Activity Sheets for the students involved.
3. Assign the Student Activity Sheets. You may wish to assist the students in obtaining information about the meeting times of legislative committees, the state legislature, etc.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 2, 8

PERIODICALS

KITS

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: How Laws are Changed	TOPIC: Law-Related Education	Student Activity Sheet	317-723 (103) D

To the student:

1. Through selected reading and class discussion you should have a background for this activity.

2. To complete this activity you will need to find a lawmaking body in session. The State Legislature meets infrequently and is not accessible to everyone. However, if you are close enough to the state capitol to visit it, there are legislative committees that function in between regular sessions of the state legislature. In addition to state law-making bodies, county commissions and city commissions or councils hold regular meetings. These commissions act as legislative bodies or as a combination of executive and legislative bodies and have the power to change ordinances that fall under their jurisdiction. Boards of Education meet monthly and their meetings are open for you to observe.

3. The agendas of these lawmaking bodies are available in advance of their meetings. Locate one of these bodies that will be discussing a change in a law or an ordinance or a change in school district policy.

4. Attend the meeting.

5. Take brief notes on the proceedings of the meeting. List, especially, the steps that are taken to change a law or ordinance.

6. Put your name on your notes and put them in the place designated by your teacher.

Students will describe the nature and purpose of lobbying. (402) (P, V)

Secondary Social Studies TITLE: The Fourth Branch of Government	TOPIC: Law-Related Education TIME SEGMENT: 30-45 minutes	317-724 (402) D

INSTRUCTIONAL OBJECTIVE:

Students will describe the nature and purpose of lobbying.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Pen/pencil
Paper

EVALUATION:

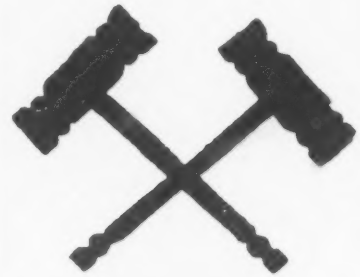
Successful completion of the activity will demonstrate students ability to describe the nature and purpose of lobbying.

ADAPTATIONS:

PROCEDURE:

To the teacher:

Have students read Student Information Sheet and complete Student Activity Sheet following directions on the sheet.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 2, 8

PERIODICALS

KITS

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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A Senator from Missouri once described a lobbyist as "anyone who opposes legislation I want." Lobbyists have also been called "influence peddlers", "fixers", "The third house of Congress", and "the Fourth branch of government."

Lobbying is an attempt to influence lawmakers' votes. People who try to convince members of Congress to vote a certain way on a bill are called lobbyists. The name comes from the anteroom or lobby just outside the place where legislators gather to vote on public bills. Lobbyists congregate in the lobby to try to influence the lawmakers before they enter the voting room.

Lobbying is perfectly legal. In the first amendment to the Constitution, the people are guaranteed the right to petition the Government. In addition, every citizen has the right of free speech.

Lobbyists come from all walks of life. Some are paid employees of foreign countries or special interest groups, but some are individuals who are concerned about a particular piece of legislation.

Responsibly used, lobbying serves the country well. It can be one of the most organized and most effective ways citizens can get their feelings and opinions to legislators. Lobbyists actually draft or write many of the bills that are presented to Congress. They write and present a large part of the testimony concerning particular bills. They even ghost write many of the speeches presented in Congress.

Sometimes lobbyists do not act responsibly. They exert pressure inappropriately. They offer legislators favors, gifts, or even money. When these measures are used, it is called bribery and it is illegal. The U.S. Congress, as well as many states, have passed laws that try to prevent unprincipled lobbying. These laws make lobbying practices public so that things that are illegal can be exposed. To help safeguard the public, groups or individuals who work to persuade lawmakers are required to register. Each quarter these people or groups must submit reports to Congress. In these reports they must show records of the bills in which they have interest, and receipts of money they have spent.

Lobbying plays such a big part in the lawmaking process it is not surprising that it is sometimes called the "fourth branch of Government."

Lobbying is not confined to the state and the federal government. All forms of government have lobbying activities to some degree. Even school government is not immune.

Pretend you are a student at Daffodil Valley High School. You and a group of your friends have organized a new school club. The club is called the Chicken Club. It is devoted to the care and feeding of Buff Orpington chickens. Your club would like to be granted a charter by the student council. Think of arguments designed to persuade members of the student council that your club should have a charter.

If you were an unprincipled lobbyist, what pressure could you apply to student council members?

On your paper make two lists.

1. List the things you could do or say that would be, in your judgement, responsible and within the bounds of the law, that could persuade student council members to grant the Chicken Club a charter.

2. List the things you could do or say that would be irresponsible or illegal that could help pressure the student council members into granting the Chicken Club a charter.

Students will analyze the meaning of due process. (103)
(P, V)

Secondary Social Studies TITLE: Due Process	TOPIC: Law-Related Education TIME SEGMENT: 1 class period	317-725 (103) D

INSTRUCTIONAL OBJECTIVE:

Students will analyze the meaning of due process.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Reference resources

EVALUATION:

Students will demonstrate understanding of the meaning of due process by successfully completing the activities to the satisfaction of the teacher.

ADAPTATIONS:

The Student Information Sheet can be used as a basis for an expanded lecture on due process. The suggested activities can be used as basis for small group involvement as well as independent activities.

PROCEDURE:

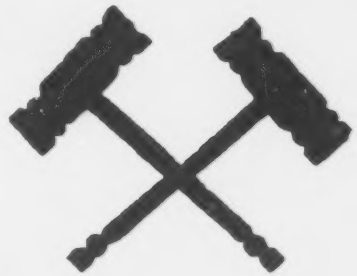
To the teacher:

1. Incorporate this activity with others involving the Bill of Rights.

2. Replicate sufficient copies of the Student Information and Student Activity Sheets for those completing this objective.

3. Set management procedures necessary for completing activity.

4. Use student findings as a basis for class or group discussion.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 5, 11, 14, 29

PERIODICALS

KITS

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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DUE PROCESS

An examination of the issue of due process should include both criminal and civil dimensions. Both areas involve the legal steps or provisions designed to protect individuals and their interests. Where most people have heard of the due process guarantees included in the Bill of Rights, few are familiar with related provisions in such documents as employment contracts and personnel policies used in the world of work.

A goal of the writers of the Constitution was to form a government with enough power to enforce its laws (govern) and at the same time not so strong as to be a threat to the liberties of the people.

The Bill of Rights (first ten amendments) of the Constitution curbs the power of government to threaten individual liberties. Four amendments focus on the area criminal due process. In these amendments at least six principles can be identified:

1. Protection of the innocent.
   There is a commitment to the principle that it is better that the guilty go free than to convict the innocent.

2. Provision for a fair trial.
   The accused ought to have equal opportunity to provide for his/her defense as does the prosecution in building a case against him/her.

3. Guarantee of a democratic process.
   The public through the jury system, and a public trial, is involved in the criminal process.

4. Protection from abuse of power.
   Prohibiting unreasonable searches and seizures and self-incrimination protect citizens from governmental abuse.

5. Recognition of human dignity.
   The entire due process provisions including the prohibitions against cruel and unusual punishments are a recognition of human dignity.

6. Protection of privacy.
   The fourth and fifth amendments not only protect against governmental abuse of power but also protect the privacy of the people.

These principles often provide the philosophical basis for due process provisions found in personnel policies and employment contracts.

Secondary Social Studies TITLE: Due Process	TOPIC: Law-Related Education	Student Activity Sheet	317-725 (103) D

Select and complete one of the activities.

1. Develop an outline that illustrates the steps involved in bringing an accused to trial. At each step list the constitutional guarantees or protections available to the accused.

2. Obtain copies of union contracts, or personnel policies. See what provisions, if any, are included that provide for due process. Examine how the processes might provide for
   a. protecting the innocent
   b. a fair hearing
   c. a democratic process
   d. protection from power abuse
   e. respecting human dignity
   f. protecting privacy

3. Investigate the following and relate findings to the principles of due process.
   a. the Spanish Inquistion
   b. the Star Chamber
   c. the letters de cachet

4. Investigate the question:
   "Is the constitutional right of a public trial in criminal cases a right belonging to the public as as well as to the defendent? Consider the issue of cameras in the court room.

5. Identify several types of crimes that are highly reprehensible to most people. Give reasons for defending or not defending a person accused of such a crime.

This activity will be located with objective 317-707

Students will develop a desire for honoring, obeying, and sustaining the law. (205) (P, V)

Students will show a willingness to sacrifice some of their rights to insure the rights and freedoms of their fellow human beings. (202) (P, V)

Secondary Social Studies

TITLE: Freedom Isn't Free

TOPIC: Law-Related Education

TIME SEGMENT: 30 minutes

317-727 (202)

D

INSTRUCTIONAL OBJECTIVE:

Students will show a willingness to sacrifice some of their rights to insure the rights and freedoms of their fellow human beings.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Pen/pencil
Paper

EVALUATION:

Successful completion of the Student Activity Sheet will indicate student understanding of freedom of speech as it relates to constructive vs destructive criticism.

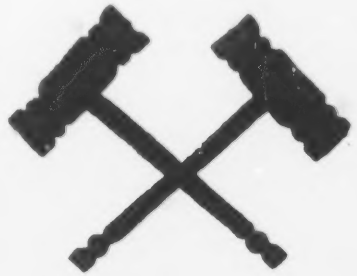
ADAPTATIONS:

This activity could be adapted to a class discussion and/or question and answer period.

PROCEDURE:

To the teacher:

Have students read the Student Information Sheet and complete the Student Activity Sheet.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 10, 17, 27

PERIODICALS

KITS 7

SIMULATION GAMES 9

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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_____

Secondary Social Studies TITLE: Freedom Isn't Free	TOPIC: Law-Related Education	Student Information Sheet	317-727 (202) D

One afternoon during rush hour, a severe wind storm blew down some power lines. The traffic signals at a busy intersection went out. The traffic, which had been moving smoothly, came to a sudden stop. Drivers were confused. They did not know what to do. They did not know who should be the first through the intersection. Suddenly because of the congestion at the intersection, the traffic laws that should have regulated the situation, did not work. With rules not functioning, one might think there would be a condition of complete freedom. Instead, no one felt free to move. As long as people live close to one another, there will be laws. Laws are not made for the purpose of taking away freedom. Rather, they are designed to assure everyone as much freedom as possible without infringing on the freedom of someone else.

For example, we have the right to earn a living. However, the way we earn a living should not cause a hardship on someone else. A person cannot steal for a living, legally. A person making a living this way deprives others of the right to have property. In other words, a person does not have the freedom to steal because his freedom is limited to make sure that the rights of others are insured.

Sometimes the freedom of the individual must be limited for the good of the community. Many have had the experience of having to sell some of their property to the city or state so that a road can be widened, or a highway built. In this case, the convenience of one must be relinquished instead of having a large group undergo hardship.

It is doubtful that there is any place a person can go to be completely free. However, in a free society, such as exists in the United States, things are structured in such a way as to allow each person as much freedom as possible without infringing on the freedom of anyone else.

Freedom of speech is one of the most important rights held by citizens in a democracy. Most often this right is expressed through criticism. Criticism is not necessarily a bad thing, in fact, properly used, it is essential to a democratic society. It is important, however, that citizens are able to distinguish criticism that is constructive from that which is destructive. Even though there may be no legal restrictions concerning some destructive criticism we might wish to make, responsible citizenship suggests that it may be better to withhold them or rephrase them to be constructive in nature.

Writing letters to the editors of newspapers is a popular method of expressing freedom of speech.

Follow the letters to the editors section in your local newspaper for seven days and do the following:

1. What percent of the letters are based on criticism?
2. Using the following criteria, evaluate each of the letters.

Constructive Criticism	Destructive Criticism
Seeks improvements	Tears down and destroys
Deals with issues	Deals with personalities
Is based on facts	Ignores or misrepresents facts
Is specific	Relies on generalities
Is honest	Is frequently distorted or exaggerated
Uses restraint	Tends toward sensationalism
Recognizes strengths and weaknesses	Is intolerant of differing opinions
Tolerates differing opinions	Discredits by innuendo and inference
Gives credit where credit is due	

a. What percentage are mostly constructive? What percentage would you classify as mostly destructive?

b. Of the letters during the week, identify one or two you consider most constructive and those most destructive. Give reasons why.

c. Take a letter that you consider destructive and rewrite it to reflect constructive criticism.

Students will demonstrate an understanding of the need for constitutional, criminal, and civil laws. (402)
(P, V)

Secondary Social Studies TITLE: It's the Law	TOPIC: Law-Related Education TIME SEGMENT: 30 minutes	317-728 (402) D

INSTRUCTIONAL OBJECTIVE:

Students will demonstrate an understanding of the need for constitutional, criminal, and civil laws.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Pen/pencil

EVALUATION:

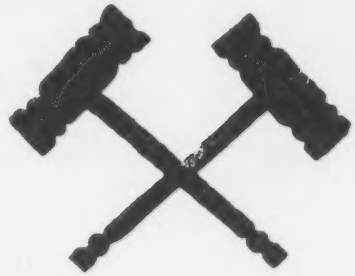
Successful completion of the Student Activity Sheet will demonstrate the student's understanding of the need for constitutional, criminal, and civil laws.

ADAPTATIONS:

This activity could be adapted to a group board activity.

PROCEDURE:

To the teacher:



1. A background on the different types of law should be established through class discussion and selected readings.

2. Duplicate enough Student Information Sheets and Student Activity Sheets for the students involved in this activity.

3. Have students read the Student Information Sheet.

4. Assign students to complete the Student Activity Sheet.

5. Allow time for students to share the results and to discuss the activity with the class.

Possible Additional Resources:

See Annotated List of Resources

BOOKS 11, 14, 27, 28, 29

PERIODICALS

KITS 11

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS 1

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: It's the Law	TOPIC: Law-Related Education	Student Information Sheet	317-728 (402) D

One of the challenges of life is learning to get along with others. To help people in their efforts to live in harmony, rules of conduct have been established. These rules are called laws.

Laws help people settle arguments, set up governments, protect lives and property, and interact on a country to country basis.

Laws can be divided into two main groups. There are PUBLIC laws and PRIVATE laws.
Public Law includes

1. Criminal Law which deals with laws that describe crimes and the penalties for committing those crimes. In Criminal Law court actions are brought by the state rather than by individuals.
2. Constitutional Law, which deals with the problems and questions that come up concerning the interpretation of parts of the Constitution. Such things as guarantee of our liberties and the organization of the government are included in Constitutional Law.
3. International Law, which is concerned with agreements between countries. Such things as boundary disputes and fishing waters fall in this category.
4. Administrative Law, which is the group of rules and regulations made by government agencies.

Private Law is also called Civil Law. Civil laws deal with the private rights of individuals, groups, and businesses. This law describes what people can do if they have been victims of wrongs by a person, a business, or a government. Civil laws do not deal with crimes and court actions are brought by groups or individuals.

Laws are made by the people. As society becomes more complex, the number of laws increases. It is important to have laws because without them everybody would do as they pleased and the result would be a state of chaos where none could enjoy their rights of life, liberty, and the pursuit of happiness.

Secondary Social Studies TITLE: It's the Law	TOPIC: Law-Related Education	Student Activity Sheet	317-728 (402) D

To the Student:

Read the examples below. Decide if the case is an example of violation of a public or a private law. Put the letter of the example in the appropriate column.

Public	Private

a. Steven Alf, age four, broke his arm in a fall into an unguarded city drainage ditch. Steven's father sued the city.
b. Iho Sukiaki's fishing fleet was caught fishing in U.S. waters.
c. Mrs. Reed tripped on a loose stair runner and fell down the stairs which led to her second floor rented apartment.
d. Jim Smith was injured in a high school baseball game. Afterward it was discovered that the school's health insurance had expired prior to the accident. Jim's father sued.
e. Eric Green was a hold-up man in the robbery of a branch bank office.
f. High school student, Jody Adams found a check book on the sidewalk. She cashed checks amounting to $75. The bank caught her.
g. Without telling Mr. Gray, Mr. Grose removed a six foot hedge that grew on the line between their property.
h. The Office of Housing Safety has discovered that the new Civic Center has a room that is in violation of its safety standards.
i. Mr. Egbert embezzled $50,000 dollars from the company for which he works.
j. Seventeen-year-old Astrid Ainge signed a contract with a company in which she agreed to pay $100 a month for modeling lessons and in return was guaranteed a job at the end of the one year course. At the end of a month, her parents found out and cancelled the contract. The company sued.

Students will demonstrate an understanding and the ability to distinguish between deviant, delinquent, and criminal behavior. (102) (P, V)

Secondary Social Studies TITLE: Deviant, Delinquent & Criminal Behavior	TOPIC: Law-Related Education TIME SEGMENT: 20 - 30 minutes	317-729 (102) D

INSTRUCTIONAL OBJECTIVE:

Students will demonstrate an understanding and the ability to distinguish between deviant, delinquent, and criminal behavior.

MATERIALS:

Student Activity Sheet
Dictionaries, thesauri, texts and any other books that would define the required words

EVALUATION:

The students will define and distinguish between deviant, delinquent, and criminal behavior to the satisfaction of the teacher.

ADAPTATIONS:

If misconceptions are noted, hold a brief discussion to clear them up.

PROCEDURE:

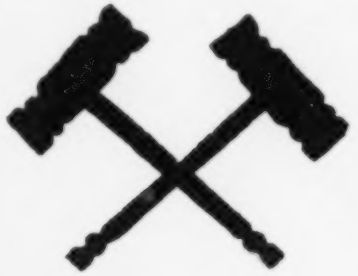
To the teacher:

1. Through discussion and selected reading provide the students with a background for this activity.

2. Duplicate enough Student Activity Sheets for the students participating.

3. Provide dictionaries, thesauri, texts, and any other pertinent sources for the student.

4. Assign the activity sheets.



Possible Additional Resources:

See Annotated List of Resources

BOOKS 28

PERIODICALS

KITS 8, 17

SIMULATION GAMES

VIDEO CASSETTES

FILMSTRIPS

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Deviant, Delinquent, Criminal Behavior	TOPIC: Law-Related Education	Student Activity Sheet	317-729 (102) D

To the student:

1. Through discussion and selected reading, you should have a background for this activity.

2. Using at least three dictionaries, thesauri, texts and any other resources available, find the definitions of deviant, delinquent, and criminal. Note how the meanings are different. Also note the similarities in meaning. Observe what the underlined words denote and connote when they are coupled with the word behavior (if you can find a source that includes it).

3. Using what you have read, come up with your own definitions of deviant behavior, delinquent behavior, and criminal behavior. Write the definitions down.

4. Be able to explain the differences between the terms.

These materials are available on a loan basis from the Statewide Clearinghouse on Law-Related Education, Room 310 A, Metropolitan Hall of Justice, Salt Lake City, Utah, 84111

BOOKS

1. American Legal System Series, The (Ginn and Company, 1974)
Five booklets: Unit I, Society's Need for Law, (not available); Unit II, The Techniques of Law; Unit III, Law and Social Change; Unit IV, Constitutional Protection of Basic and Social Values; and Unit V, The Limits of The Law. Each presents basic legal concepts through real and hypothetical cases, extracts from law and court opinions, and illustrative cartoons and facsimiles of legal documents.
Each book has approximately 62 pp.

2. Changes in Political Knowledge and Attitudes (NAEP, 1978)
This book shows the significant changes that occurred in the political climate of the nation and the world between the early and mid-70's.
71 pp.

3. Carlton S. Martz, "Freedom of Expression" Constitutional Series, The (Benziger, Inc. Publishing Co. 1976)
Case studies and discussion questions help students examine the First Amendment -- rights to freedom of speech, petition, and assembly. Special section on freedom of expression rights of students.
64 pp.

4. Frederick W. Mayer and Bruce W. Jentleson, Current Issues (CLOSE UP Foundation, 1980)
Current Issues is published twice a year for use by participants in the CLOSE UP government studies program in Washington, D.C. and by students and teachers around the world. The book is composed of 22 articles; 11 on domestic policy, and 11 on foreign policy.
123 pp.

5. Franklyn S. Maiman, Due Process of Law (National Textbook Company, 1977)
Similar to the other books in this series. Deals with all of the amendments to the U.S. Constitution.
266 pp.

6. Todd Clark, Fair Trial/Free Press (Benziger, Inc. Publishing Co. 1976)
Case studies and discussion questions help students focus on the conflict between the right of the press to publish all the news freely and the right of the defendant to a jury free from prejudice that can be created by pretrial publicity.
72 pp.

7. Todd Clark, Fair Trial vs. Free Press (IPLE 1975)
This unit concentrates on those cases which dramatize the difficulty of reconciling two basic constitutionally guaranteed rights; a fair trial, and a free press.
63 pp.

8. John F. Khanlian and Kathrine L. Wallin, Government the Decision Making Process, The (IPLE Dec. 1976)
The unit examines the structure and function of the state, county, and local levels related to issues such as environment, housing, and transportation.
263 pp.

9. Isodore Starr, Idea of Liberty, The First Amendment Freedoms (West Publishing, 1978)
Through a lucid presentation of court cases, this book examines the historical development of the American idea of liberty as reflected in the First Amendment.

10. E. Susanne Richert, Individual Rights (IPLE, Dec. 1976)
This unit concentrates on the foundation of law, criminal procedures and the law and court decisions which protect the rights of the accused and the freedom of expression. (1 student, 1 teacher manual)
209 pp.

11. Isodore Starr, Justice: Due Process of Law (West Publishing Co, 1981)
By analyzing landmark cases of the United States Supreme Court, the author explores the ethical and moral dilemmas with which the high court must deal, and provides an analysis of the idea of justice and due process of law in relation to criminal law, juvenial justice, justice in the schools, capital punishment, and the courtroom as a theater.
27 pp.

12. Carlton S. Martz and Nancy Boyarsky, Juvenile Justice (Benziger, Inc. Publishing Co., 1976)
Case studies and discussions questions help students understand the historical development and current status of juvenile law. Special sections on the Rights of delinquent, wayward, and neglected children.
84 pp.

13. Juvenile Justice (Law-Related Education Program for the Schools of Maryland, Inc., 1978)
This unit is designed to involve students in learning experiences which will give them a greater understanding of the purposes and functions of the juvenile justice system.
41 pp.

14. Mac H. Bohlman and Herbert H. Bohlman, Law For You, The
Briefly discusses the court system and judicial process. Covers basic principles of contracts, product liability, marriage and divorce, buying and owning a home, and death and wills. Presents materials on a simple level but emphasizes adult concerns. (Updating required on contracts.)

15. Law in a Free Society Series On Authority
Four books which raise questions concerning the nature, sources and functions of authority. The set also deals with the factors affecting young peoples' attitudes toward the scope and limits of authority.

16. Law in a Free Society Series On Diversity
These books investigate diversity in the United States, the factors which encourage or discourage it, the desirable and undesirable aspects, and some necessary limitations on the subject.

17. Law in a Free Society Series On Freedom
The books deal with the relationship between personal choice and freedom, the psychological aspects of freedom, the benefits and costs of freedom, and the extent to which an individual's or group's freedom should be protected or restricted.

18. Law in a Free Society Series On Justice
The books deal with fair distribution of the benefits and burdens of social programs such as: education, employment, welfare, environment, and taxation.

Justice I Classroom set	"Fair Bears" K-2
Justice II Classroom set	"Sara's New Job" 2-3

19. Law in a Free Society Series On Participation
These books inquire into participation in a constitutional democracy. They deal with questions of who participates, the scope and limitation of participation, the forms of participation, factors which encourage and discourage participation, and factors which make participation more or less effective.

20. Law in a Free Society Series On Privacy
The books cover the need for privacy, the benefits and cost of privacy, and the problem of managing conflicts between the need for individual privacy and the need for public information and social control.

Privacy I "Jessica Fish" (not classroom set) K-2
Privacy II "Elephant King" 2-3
Privacy IV "A Sparagus Trip" 5-6
Privacy V "Sledge Hammer" 7-9

21. Law in a Free Society Series On Property
These books raise the issues on the concept of property, the function of property, and its costs and benefits to individuals and society. Raises questions on social control and limitations on ownership and use of property.

22. Law in a Free Society Series On Responsibility
These books deal with questions of responsibility. Includes moral, legal and political responsibility, the notion of shared responsibility, ways to encourage responsibility, and criteria for determining priorities.

23. The Utah Law-Related Education Project and the Utah State Bar, 1980 Practical Law in Utah Utah Supplement to Street Law Handbook to provide educators and citizens with a fundamental understanding of Utah law that will enable them to act confidently and responsibly within the legal system.

24. Carlton S. Martz, Promise of Equality, The (Benziger, Inc. Publishing Co. 1976)
Case studies and discussion questions help students explore equal protection and equality of opportunity.

25. Franklyn S. Haiman, Racial Equality (National Textbook Co., 1977)
This book is about racial discrimination against Negroes, although other minorities have suffered and continue to suffer treatment similar to that described in these pages.
155 pp.

26. Franklyn S. Haiman, Religious Freedom (National Textbook Co., 1977)
This book of the series deals with origins and definitions, establishment and free exercise.
178 pp.

27. Lee P. Arbetman, Edward T. McMahon, and Edward L. O'Brien, Street Law: A Course in Practical Law - Second Edition (The National Institute and West Publishing, 1980)
Focusing on practical, everyday applications of law, the book covers criminal and juvenile justice, consumer law, family law, housing law, and individual rights. (Excellent text for high school and junior college courses.) A complete teacher's manual includes suggested resolutions of the problems posed in the student text, plus teaching strategies, further activities and background materials.
365 pp.

28. Phil James Herbert, Systems of Justice Curriculum (Phil Herbert, 1973)
A curriculum guide focusing on criminal cases. Uses case studies, role playing, debates, and mock trials to investigate the following areas: rights and responsibilities under law, the lawmaking process, law enforcement, the court systems, prisons, and capital punishment.
215 pp.

29. John Paul Hanna, Teenagers and the Law (Ginn and Company, 1975)
Questions and answers on the Legal System, business and property rights, torts, criminal law, juvenile law, school regulations, selective service law, and other areas of law.
142 pp.

30. Developed by Prime Time School Television, Television, Police, and the Law (Argus communications, 1977)
This curriculum unit encourages students to consider the role of police in our society and the constitutional guidelines for law enforcement by actively and critically viewing current television shows. The teacher sets up a viewing schedule for the students during the ten lessons.
55 pp.

31. Betty L. Hall, Utah Survival (Holt, Rinehart, and Winston, 1979)
Book designed to help develop skills necessary to start an independent life as a resident of Utah. "Survival" deals with many skills, such as finding a job, locating an apartment, and handling your own finances.
160 pp.

32. Dorothy J. Donovan, Voter Education (IPLE, Dec. 1976) A Resource Manual for teachers and students.
This unit is the first in a series of three units of study comprising a year long social studies curriculum. This manual is designed to provide students with practical experiences in the area of canvassing, registration, campaigning, and issue analysis via a series of activities: simulations, projects, and field study.
102 pp.

33. Franklyn S. Haiman, Woman and the Law (National Textbook Company, 1977)
This book in the series includes historical perspectives. The purpose of this book is to trace the development of American law concerning sex discrimination.
178 pp.

34. Roy W. Seagraves, Henry B. McDaniel, and Betty A. Truce, You Can Change the Law (Fearon Pub., 1973)
Twelve case studies discussing the responsibilities of juveniles, with emphasis on negative consequences of irresponsibility and juvenile delinquency rather than on the positive approaches to changing law. Explains the role of police in lawenforcementand includes questions and a quiz at the end of each unit.
112 pp.

PERIODICALS

1. ABA Special Committee on Youth Education for Citizenship. UPDATE on Law-Related Education
   The magazine is well-illustrated with photographs, and features Supreme Court decisions, teaching strategies, and new curriculum. Each issue focuses on a theme. Excellent teacher resource.

2. Constitutional Rights Foundation. (Published semi-annually.)
   BILL of RIGHTS NEWSLETTER
   A newsletter offering classroom activities, book reviews, cartoons, synopses of cases, and other material of interest to teachers of law and the criminal justice system. Issues often contain simulations and materials for mock trials.

   Crime, Youth, and the Police (Spring 1977)
   This newsletter explores the problems of youthful crime in school and community and the individual citizen's responsibility to work for crime reduction. The role of the police in crime control is examined.

   Civil Courts at Work: Bill of Rights in Action (Feb. 1978)
   This magazine examines the roles of civil courts in the American judicial system. Through a series of case studies, mock trials, and role playing simulations, students learn about the operations of civil courts, community courts, and small claims courts.
   23 pp.

   Crime and its Victims (April 1978)
   This newsletter examines American crime with the focus on crime's victims.
   24 pp.

   Supreme Court Highlights 1979-1980 (November 1980)
   This student newsletter focuses on the "personality" of the Burger Court and how the personalities of the justices affect their decisions.
   24 pp.

KITS

1. Educational Services, Procter and Gamble. About Advertising
   This kit contains one filmstrip, 50 leaflets for students, one poster, one lp. record, and two teacher guides. The purpose and practice of advertising in the American economy.

2. BFA Educational Media. Are You Liable? Tort Law
   This kit contains one sound filmstrip, one cassette, teacher's guide, and 36 study guides. Students will study liability and the duty of care; torts damages, and the role of courts in compensating an injured party for harm suffered, etc.

3. Sheila Haber, Careers in Law and Law Enforcement (Warren Scholat Productions, Inc. 1975)
   Part One. Filmstrip: "Law and Practice" Program guide.
   Part Two. Filmstrip: "Law Enforcement"
   A New York City lawyer and a captain of the New York City Police Academy discuss their jobs and provide insight into the careers and the people who choose them.

4. BFA Educational Media. Concepts in American Government
   Subject Areas: Government and Civics/Law Related Education, United States History.
   This series shows how our form of government was created, explains the purpose and procedures of our representative government, outlines the system of checks and balances in government, and portrays the Constitution and the Bill of Rights as living documents. Includes six sound filmstrips.

5. Tom Crone and June Tyler, For All the People (EMC Corporation, 1974)
   This kit contains three filmstrips and three corresponding cassette tapes, one teacher's guide and spirit masters guide. Gives a look at the representative government as it exists in the United States, focusing on the Congress as that branch which most closely represents the people. And provides value-oriented insights into the realities of the legislative process--its subtleties, complexities, and challenges.

BEST COPY AVAILABLE

6. BFA Educational Media If the Police Stop You "Stop, Search, and Arrest Law"
This kit contains one sound filmstrip, one cassette, and 36 study books. The information in this book will help students recognize potential legal difficulties through and understanding of rights and responsibilities under law.

7. J.C. Penney Co., Introduction to Value Clarification, An (J.C. Penney Co. 1972)
This unit is based upon a process of Value Clarification. It raises questions to get the individual to think about his own values through exercises called strategies. Contents include a guide, Forum magazine on "Value Clarification" and 7 folders containing overheads, worksheets, flash cards, and posters.

8. Newsweek, Justice (Newsweek, 1976)
Multi-media program has 4 color filmstrips, a teacher's guide, and four cassettes. The Filmstrips examine problems of crime and justice in American society: changing definitions of crime, causes of crime, the courts, and the prison system. A special supplement on capital punishment contains ten transparency masters and background information to aid in their use in class discussions.

9. Pathescope Educational Films, Inc., Justice and The Law
The six filmstrips and cassettes will analyze very real issues of today dealing with the freedom of expression, the freedom to believe, the freedom of the press, the right to a fair trial, equal protection of the laws, and equal opportunity under the law. Includes Teacher's manual.
147 pp.

10. BFA Educational Media, Justice Without a Jury "Administrative Law"
One sound filmstrip, one cassette, teacher guide, and 36 study books. A study of administrative law, procedures and guidelines for filing unemployment benefits, and guidelines for presenting a case in small claims court.

11. Encyclopedia Britannica Educational Corporation, 1977, Law and Society . . . Law and Crime
This multi-media kit contains three sound filmstrips and five corresponding cassettes, ten readings in law books, and one teacher's guide. The Law and Crime unit introduces and examines the issues that surround the American Criminal justice system. The unit provides background materials so that students can form their own opinions on the issues and they are asked to do so.

12. BFA Educational Media, Law and Your Work, The "Employment Law"
This kit contains one sound filmstrip, and cassette, teacher's guide, and 36 study books.
Students will gain information and motivation to describe the kinds of documents a worker may need to show before being hired for a job; the laws concerning the filing of income tax returns; and actions available to workers with grievances.

13. Law in a Free Society Series, On Authority
Multi-Media Instructional Unit (kit)
Kit explores the need for authority, difference between power and authority, the sources of authority, benefits and costs of authority, common responses to authority, and the scope and limits of authority. Materials include student resource books, teacher guides, and evaluation instruments.

14. Law in a Free Society Series, On Justice
Multi-Media Instructional Unit (kit)
Kit explores the basic concept of justice. Materials include sound filmstrips, student resource books, teacher's guides, and evaluation instruments.

15. Law in a Free Society Series, On Privacy
Multi-Media Instructional Unit (kit)
Kit explores the basic concept of privacy. Materials include sound filmstrips, student resource books, teacher guides, and evaluation instruments.

16. BFA Educational Media, Our Constitutional Rights: Landmark Supreme Court Decisions
Subject Areas: Government, Civics, Law-Related Education, U.S. History, Contemporary American Studies. Produced by Films Inc.
This series presents six landmark cases brought before the Supreme Court regarding the most basic rights of American Citizens--freedom of speech, freedom of the press, the right of property, due process of law, and equal protection of the laws for adults and juveniles. Students will gain a better understanding of their constitutional rights and responsibilities and of the role of the law and the courts in our society.

17. Bernard Gavzer, Prisons and Prison Reform (The Associated Press. Pretice Hall Media, 1974)
Two cassettes and two filmstrips, and one teacher's guide.
An examination of traditional rationales for imprisonment, with a look at a few of the methods being tried in an attempt to make prison life a closer approximation of life on the outside.
27 pp.

18. BFA Educational Media, Read Before Signing "Consumer Law"
This kit contains one sound filmstrip, one cassette, one teacher's guide, and 30 student books. Legal rights and obligations in the business world.

19. Joanne Buggey and June Tyler, To Lead a Nation, An Introduction to the American Presidency. (EMC Corporation, 1974)
This kit contains four cassette tapes with corresponding filmstrips, one teacher guide, and a students book. This package contains a variety of experiences. A rich visual input, enhanced by authentic history photos, cartoons, and prints, art, and collages, supplemented by varied questions and activities included in the teacher's guide. Teacher's Guide has many black line duplicator masters for student activity sheets, quizzes and answers; and independant study guides.

20. BFA Educational Media, 1975, Values: Making Choices
A Values Clarification Filmstrip Series
This kit contains four sound filmstrips with corresponding cassettes, and one teacher's guide. The filmstrips in this series present four conflict situations which are left unresolved.
16 pp.

21. Jacoby/Storm Productions, Inc., Values: Right or Wrong? (Encyclopedia Britannica Educational Corporation, 1977)
Series containing 6 films and 6 cassettes.
The objective of this series is to motivate discussion on moral issues, to help students become aware of values other than their own, to strengthen patterns of moral reasoning and decision making, and to extend listening and discussion skills.

22. Carol Deegan, Violence in Society (The Associated Press. Prentice Hall Media, 1974)
Two filmstrips, two cassettes, and one teachers guide.
The program reviews the history of violence in America. The physical and psychological causes of violence are examined.
26 pp.

23. BFA Educational Media, When I Get to Be 18! "Juvenile Law"
This multi-media kit contains one sound filmstrip, one teacher guide, and 36 study books. Students will study the scope of juvenile law, i.e., define age of majority, the responsibilities of minors toward their parents, the change in rights and responsibilities assumed upon becoming a legal adult, and the rationale for special legal provisions for minors.

SIMULATION GAMES

1. Constitutional Rights Foundation, Halfway House: Crisis in Civic Responsibility
   A simulation game in which an ex-offender organization attempts to establish a halfway house in a residential community. Value conflicts between community responsibility, individual property, and other vested interests are considered. The kit includes role descriptions, instructions for the mayor, journalist observer forms, and a sixteen-page teacher's booklet. Players: Entire class. Time: 2-3 class periods.

2. Paul A. Twelker and Kent Layden, Humanus (Simile 11.1973)
   Groups of five to seven players are isolated in a simulated "cell" after an epidemic has wiped out most of the world. Players have to make crucial decisions about survival and social organization within a limited time period. Includes coordinators guide, and a cassette. Unlimited players. Two class periods of 1 1/2 hours.

3. Richard Weintraub, Richard Kreeger, George W. Echan, Jr., and Stephen Charles Taylor. Jury Game (Constitutional Rights Foundation. Zenger Publications)
   A role play simulation on the jury selection process. The game examines an important aspect of a "fair trial" -- the right of an accused person to be judged by an impartial jury. Participants will explore the nature of prejuduce and the crucial question of whether it is possible for any person to be unbiased and unprejudiced. The kit includes a 16 page teachers guide. Players: 25 - 35 Playing time: 2-3 hours

4. Todd Clark, Richard Weintraub, Richard Krieger, and Sandra Morley, Kids in Crisis (Constitutional Rights Foundation, 1975)
   A simulation of juvenile and adult court procedures, designed to promote thought and discussion about the problems of the courts and young people in trouble. Players assume the roles of judges, defendants, parents, probation officers, lawyers, and observers in juvenile dispositional and adult sentencing hearings. Players: 25 - 41 Time: 2-3 class periods

5. Party's Choice
   The object of the game is to win the nomination for President. It is an educational game which goes through the State Primaries and the conventions and on the National Convention where the Presidential Candidate of the party is chosen.

6. Than Katsch, Ronald M. Pipkin and Beverly Schwartz Katsch, Plea Bargaining: A Game of Criminal Justice (Simile 11. 1974)
Designed to help students experience the pressures of overcrowded city court dockets and learn about justice and the injustices of plea barganing and the criminal justice system. Includes director's manual, players' instruction sheets, copies of the criminal code, case reports, defendants' case notes, docket forms, and a wall chart. 11 - 35 players 4 class periods of one 4 hour session.

7. Todd Clark, Police Patrol (Constitutional Rights Foundation)
A simulation in which students explore their attitudes toward police and authority, while broadening their knowledge of the policeman's job. Through a number of small group incidents, students simulate the actions of the police, suspected criminals and citizens in need of help. Playing time: 1, 3, 5, fifty minute periods Players: 20 - 35

8. Jane and Robert Stein, Ship Wreck! (Scholastic Book Services, 1974)
This book deals with the question of "can you build your own society?" The class is involved in a shipwreck that leaves them with nothing. Students will have to learn why government is needed, will have to make their own laws, and have to decide whether or not to go to war.

9. R. Garry Shirts, Starpower (Simile 11 1969)
An exercise in which players are grouped to simulate a low mobility, tri-level society. In the early rounds, players follow rules to bargain for wealth (poker chips). One group is eventually given more power than the others and is designated as rule maker for subsequent trading rounds. The other groups may follow a number of alternatives to counteract the tyranny of the ruling group. Complete kit includes instructions guide, wall chart, poker chips, and group identification buttons. Playing time: 1 - 2 class periods

VIDEO CASSETTES

1. Utah Law-Related Education Project, Cool is the Rule
   Puppet show on Vandalism.

2. Utah State Office of Education, Cop Talk (Utah State Office of Education, 1981)
   The Cop Talk Instructor's Guide and video tape series represent a coordinated effect between the Utah Law-Related Education Project, the Division of Curriculum, and instruction, and the Salt Lake City Police Department in providing educators with the necessary background and teaching tools to instruct youth in their rights and responsibilities as citizens. The Guide is organized by chapters which correspond with the numerical order of the video tapes.
   The Cop-Talk videotapes are available in 3/4" and 1/2" on the following topics which focus upon juvenile law and Utah procedures which facilitate the functioning of an effective juvenile justice system: "Shoplifting", "Vandalism", "Search and Seizure", "Runaways" and "Role of a Police Officer."

3. Utah Hands Up, Defenders of Freedom (Utah Hands Up, 1979)
   A mock trial.

4. Equal Justice Under the Law (Bicentennial Committee, Association Films, Inc.)
   Film series and teaching guide. The Clearinghouse has two of the five films created for this series. These two films depict the comment on the actions of the Supreme Court then led by Chief Justice John Marshall. In Marbury vs. Madison the Supreme Court decision affirms the Court's role as an interpreter of the Constitution, and in McCulloch vs. Maryland, the courts decision relates to national sovereignty in relation to state claims. Produced by WQED, Pittsburgh with funding and consultation from the Judicial Conference of the United States Bicentennial Committee.

FILMSTRIPS

1. Sha-Law-Law: Justice, the Courts, and You, (Constitutional Rights Foundation, 1980)
   Color filmstrip, cassette and guide.
   This is a lively (but informative) introduction to the primary purpose of the legal justice system: the resolution of conflict.
   Jimmy Mack, a repentant juvenile offender from the early '60s, explains and illustrates from "Rock-and Roll Heaven" the necessity and basic features of civil, criminal, and juvenile justice.
   A teacher's guide contains discussion questions, suggested activities, and a legal term glossary.

2. Foundations of Justice
   "Sunshine Valley"
   Cartoon sequence on resolving conflicts
   One filmstrip and cassette

3. Authority I
   "Zeef and Zerbon"
   Filmstrips and cassettes

4. Authority IV
   "Mining Madness"
   Filmstrips and cassettes

5. Authority VI
   "Antigone"
   Filmstrips and cassettes (Teacher's manual missing)

6. Justice I
   "Fair Bears"
   Filmstrips and cassettes

7. Justice II
   "Sara's New Job"
   Filmstrips and cassettes

8. Privacy V
   "Sledge Hammer"
   Filmstrips and cassettes

Incomplete Classroom Sets

9. Privacy I
   "Jessica Fish"
   one student book, one teacher's manual,
   Filmstrips and cassettes

10. Privacy IV
    "A Sparagus Trip"
    Filmstrips and cassettes